

KSIS Data Standards

May 22

2014

Data standards are intended to help school districts with the data standardization process and data clean-up in the Kentucky Student Information (KSIS)/Infinite Campus.

Compiled by:
Division of
Enterprise
Data

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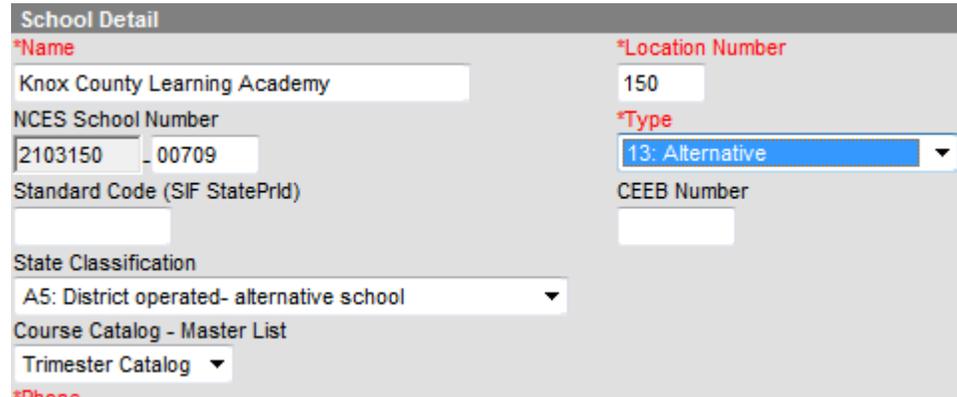
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Data Standard – Alternative Education Programs / ILPA

28	Alternative Education Programs/ILPA		
KDE Contact (Data Steward)	Windy Newton , Sherri Clusky (502) 564-4772	Updated	4/15/14
Description	Off-site and on-site enrollment in alternative education program student tracking is required for 2013-14 school year. Individual Learning Plan Addendum (ILPA) module released in E.1402 (January 2014), data standards for this portion is optional for the remainder of 2013-14 school year.		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • 704 KAR 19:002 Alternative Education Programs • Reference ILPA User Security Document • Reference ILPA Set-up Instructions 		
How is data used	<ul style="list-style-type: none"> • This data will be used to satisfy regulatory requirements • This data will be publically reported via the School Report Card 		
Noted Changes for current year	New for 2013-14 School Year *ILPA optional for remainder of 2013-14 school year		
Available Ad-Hoc & Reports			
Available Training	Various trainings will be posted via KDE’s Alternative Education Program website		
28A	School Detail (off-site alternative program)		
Campus Path:	System Administration Resources School		
Off-site alternative education programs must have a school number and track student entry/withdrawal within the program.			
 <p>The screenshot shows a form titled "School Detail" with the following fields and values:</p> <ul style="list-style-type: none"> *Name: Knox County Learning Academy *Location Number: 150 NCES School Number: 2103150 - 00709 *Type: 13: Alternative (selected in a dropdown menu) Standard Code (SIF StatePrid): [Empty] CEEB Number: [Empty] State Classification: A5: District operated- alternative school (selected in a dropdown menu) Course Catalog - Master List: Trimester Catalog (selected in a dropdown menu) 			
Type: this is a field that should be populated by KDE, if 13: Alternative is not selected in this drop list, please contact Windy Newton to update.			
State Classification: This field will be synched down to district sites by KDE and is locked in district edition.			
<ul style="list-style-type: none"> ➤ A5: District-operated alternative school ➤ A6: KECSAC funded program, blended programs will be designated as an A6 			

28B	Course Detail (on-site alternative program)
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Campus Path:	Scheduling Courses Sections Tab
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A section must be set up for all content courses offered within the on-site alternative education program

The screenshot shows the 'Section Editor' interface. Key fields include:

- SectionID: 79006
- *Section Number: 1
- Teacher Display Name: BAKER, J
- Max Students: 12 (12)
- Room: 122
- Instructional Setting (Override): (01)
- *Highly Qualified: Highly Qualified
- Primary Teacher: BAKER, JEFFERY
- Special Type: 02: Alternative Classroom** (highlighted in red)

Refer to [Course Data Standards](#) for additional data elements that must be completed for reporting purposes

Special Type: Select from the drop list 02: Alternative Classroom

28C	ILPA Team Members Tab
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Campus Path:	Student Information ILPA General Team Members Tab
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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.

+ Find & Link New Team Member
+ Enter New Team Member

Team members that are already in the system should be added using the **Find and Link New Team Member** button

The 'Find New Team Member' form contains the following elements:

- Census: [Dropdown]
- Role: [Dropdown]
- Counselor Staff: [Dropdown]
- Advisor Staff: [Dropdown]
- Add Team Member: [Button]

Census: Use this drop list to select team members from database census

Counselor Staff: This drop list will contain staff designated as counselor via *Census | People | District Assignments tab*

Advisor Staff: This drop list will contain staff designated as counselor via *Census | People | District*

Assignments tab

Role: Select from the drop list the appropriate role for this member

Team members not in the system must be entered using the **Enter New Team Member** button

Team Member Detail

Note: Team Members that are already tracked in the system should be added using the 'Find & Link new Team Member' tool. Team Members added through this interface will not appear in that user's caseload.

Start Date	End Date	Title	Role
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
*Last Name		First Name	
<input type="text"/>		<input type="text"/>	

Start Date: Enter the date in which specified member is added to the team

End Date: Enter the date in which member was removed from the team, if applicable

Last Name: Enter the last name of the member

First Name: Enter the first name of the member

Role: Select the appropriate role for the member

28D	ILPA Documents Tab
-----	----------------------

Campus Path: Student Information | ILPA | General | Documents Tab

➤ Select New Document



➤ Select Create New Plan

➤ Select KY ILPA

➤ Create Document

Create New Document Wizard

Please select one of the following documents:

Create New Plan:
Goals and Objectives, Services, Accommodations, Transition, and Other Information

KY ILPA

Create New Progress Report:
Report measurable progress against ongoing Plan Goals

Create New Simple Form:
Notices, checklists, and supplemental forms

DOCUMENT SELECTED FOR CREATION: KY ILPA



Save: Select the save button to save the data entered on the current editor

Save and Continue: Select the save and continue button to save the data entered on the current editor and to move to the next editor

Print: Select the print button to print the entire ILPA document (all editors)

Print Editor: Select the print editor button to print only the current editor

Plan Information Editor:

The screenshot shows a web form titled "Individual Learning Plan Addendum". It contains several input fields and dropdown menus. The fields are: *Start Date (calendar icon), *End Date (calendar icon), Withdrawal Date (calendar icon), *Enrollment Date (calendar icon), *Anticipated Date of Transition (calendar icon), *Placement (dropdown menu), Total Credits Earned To Date (text input with "0"), Location (dropdown menu), If Off Site, please specify: (dropdown menu), *Reason for Placement (dropdown menu), and If Other, please specify: (text input). At the bottom, it says "Team Manager: COLLINS, CHRISTOPHER".

Start Date: Enter the Start Date of the plan

End Date: Enter the anticipated End Date of the Plan

Withdrawal Date: Enter the withdrawal date from the student’s regular educational setting

Enrollment Date: Enter the enrollment date into the alternative education program

Anticipated Date of Transition: Enter the date team anticipates the student to return to the regular educational setting

Placement: Select from the drop list Voluntary (student choice) or Involuntary (school or court ordered) placement

Total Credits Earned to Date: Enter the total credits earned upon enrollment in the alternative education program

Location: Select from the drop list if the student will be in an off-site or an on-site alternative education program

If Off-Site, specify: If applicable select from the drop list the off-site alternative education program

Reason for Placement: Select from the drop list the reason the student was placed in an alternative education program

- Academics
- Behavior
- Credit Recovery
- Other, if selected, specify reason in textbox

Student Information Editor:

Student Demographics

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

Last Name <i>ABBOTT</i>	First Name <i>BRANDON</i>	Middle Name <i>WAYNE</i>	Suffix
Federal Designation <i>6: White</i>	Federal Race(s) <i>White</i>	Race, Ethnicity (state) <i>White</i>	
Birthdate <i>08/28/1996</i>	Birth City	Gender <i>M</i>	
Student Address <i>447 KY ROAD HEIDRICK, KY 40949</i>			
School Name <i>Knox Central High School</i>	School Phone <i>(606)546-9253</i>	Student Number <i>914</i>	Grade <i>11</i>

Refresh Student Information: Select to refresh the student demographics to the document

Parent/Guardian Information:

Parent/Guardian Information

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy of the guardian information, click the button below.

Parent/Guardian comes from the census system and the only people listed here are marked as guardians of the student's current household, or direct guardians to the student through the relationship.

Guardian <i>MOTHER, NATURAL/ADOP</i>	Name <i>MARRION Ann ABNER</i>
Work Phone <i>(555)545-6032</i>	Cell Phone <i>(555)141-8147</i>
	Email <i>evphy.vbesr@kerx.kysehrhs.us</i>
Addresses <i>447 KY ROAD HEIDRICK, KY 40949</i>	Home Phone <i>(555)346-4482</i>
<i>447 KY ROAD HEIDRICK, KY 40949</i>	<i>(555)346-4482</i>

Refresh Guardian Information: Select to refresh the student's parent/guardian information to the document

District/School Information:

Transferring District/School Information

District Name: [Dropdown]

School Name: [Dropdown]

School Address: [Text Box]

School Phone: () - x

School Fax: () - x

District Name: Select from the drop list the district in which the student is transferring from
School Name: Select from the drop list the school in which the student is transferring from
*NOTE: the school drop list will be auto-populated based on the District Name selection
School Address: Enter the address of the school in which the student is transferring from **OPTIONAL**
School Phone: Enter the phone number of the school in which the student is transferring from **OPTIONAL**
School Fax: Enter the fax number of the school in which the student is transferring from **OPTIONAL**

Transition Information:

Transition Information

Anticipated Date of Transition: 05/16/2014

Criteria for re-enrollment in previous school: [Text Area]

Anticipated Date of Transition: Read only field populated from the Plan Information editor
***Criteria for re-enrollment into the previous school:** Enter the criteria student must meet in order to be re-enrolled into the student’s previous A1 school/regular educational setting
* Template bank can be created by district, via System Administration | ILPA | Template Banks, reference [ILPA Set-up Instructions](#)

Student Records:

Indicate availability of items in student’s current educational record: check all that apply

Strengths and Needs:

***Student’s Strengths:** Enter student’s academic or behavioral strengths

***Student’s Needs:** Enter the student’s academic or behavioral needs

* Template bank can be created by district, via System Administration | ILPA | Template Banks, reference [ILPA Set-up Instructions](#)

Goals and Objectives:

Select **New Plan Goal** button

Goal Name: Enter Goal Name

Area: Select from the drop list the area for the specified goal

- Academic
- Behavioral
- Other

***Goal:** Describe student’s goal in specified area

Select Save to save current goal and enter a new goal

Select Save and Continue to save current goal and to move to the next editor

* Template bank can be created by district, via System Administration | ILPA | Template Banks, reference [ILPA Set-up Instructions](#)

Enter **Goal Objective(s)**

Select Goal, click **New Plan Goal Objective** button

Enter Objective, multiple objectives per goal can be entered by clicking **Add Plan Goal Objective** button

* Template bank can be created by district, via System Administration | ILPA | Template Banks, reference [ILPA Set-up Instructions](#)

Team Meeting:

Select New Team Meeting

Team Meeting Editor:

Print in Plan: Select this indicator to ensure the data entered regarding the team meeting will print on the plan

Meeting Time: Enter the time the team meeting occurred

Meeting Date: Enter the date the team meeting occurred

Meeting Location: Enter the location of the team meeting

Invite Date: Enter the date in which the members were invited to the meeting

Minutes of Plan Meeting: Enter the minutes of the meeting **OPTIONAL**

Team Meeting Attendance Editor:

Invited		Attended		Name	Title
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ABNER, MARRION	MOTHER, NATURAL/ADOP (GUARDIAN)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	COLLINS, CHRISTOPHER	(COUNSELORSTAFF)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FERGUSON, CHRISTY	(ADVISORSTAFF)

This will display all Team Members entered on the Team Members Tab

Select each member that was invited

Select each member that attended

Save Document

From the documents tab the ILPA must be **LOCKED** for student records transfer and synching to the state and for reporting purposes.

- Select Documents Tab
- Select KY ILPA
- Click the Lock/Unlock button



28F	Progress Report
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Campus Path: Student Information | ILPA | General | Documents Tab

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 in the other schools in your district.

- Select New Document



- Select Create New Progress Report
- Select Progress Report
- Create Document

Create New Document Wizard

Please select one of the following documents:

Create New Plan:
Goals and Objectives, Services, Accommodations, Transition, and Other Information

Create New Progress Report:
Report measurable progress against ongoing Plan Goals

Link to an Enrollment...
 Progress Report 13-14 Knox Central High School(08/21/2013-) ▼

Create New Simple Form:
Notices, checklists, and supplemental forms

DOCUMENT SELECTED FOR CREATION: Progress Report

Instructions:

The default format used to report measurable progress against ongoing plan goals. Can log multiple progress report assessments.

Progress Report Editor:

Progress Report Editor

Plan to report on (Start Date - End Date) Report Date

KY ILPA (01/17/2014-05/16/2014) ▼ [calendar icon]

Link to an Enrollment: 13-14 Knox Central High School(08/21/2013-) ▼

Plan to report on: Select from the drop list the plan to report progress

Report Date: Enter the progress report date

Goal/Objective Assessment Editor:

- Click Goal/Objective Assessment in the Assessment editor

Plan Progress Report

Assessment

Progress Report

Goal/Objective Assessment

- Click New Goal/Objective Assessment

Print New Goal/Objective Assessment

- Select appropriate goal and/or objective

Progress Report Editor

Goals

Student needs to increase testing scores by 10 points

Student needs to be redirected multiple times

Objectives

Progress toward the annual goal

▼

Comments

- Select from the drop list the *Progress toward the annual goal

*Note: This drop list must be populated via System Administration | ILPA | Progress Options, reference [ILPA Set-up Instructions](#)

28	Alternative Education Programs/ILPA		
KDE Contact (Data Steward)	Windy Newton , Sherri Clusky (502) 564-4772	Update	4/15/14
Description	Off-site and on-site enrollment in alternative education program student tracking is required for 2013-14 school year. Individual Learning Plan Addendum (ILPA) module released in E.1402 (January 2014), data standards for this portion is optional for the remainder of 2013-14 school year.		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> 704 KAR 19:002 Alternative Education Programs Reference ILPA User Security Document Reference ILPA Set-up Instructions 		
How is data used	<ul style="list-style-type: none"> This data will be used to satisfy regulatory requirements This data will be publically reported via the School Report Card 		
Noted Changes for current year	New for 2013-14 School Year *ILPA optional for remainder of 2013-14 school year		
Available Ad-Hoc & Reports			
Available Training	Various trainings will be posted via KDE's Alternative Education Program website		
28A	School Detail (off-site alternative program)		
Campus Path:	System Administration Resources School		
Off-site alternative education programs must have a school number and track student entry/withdrawal within the program.			

School Detail

*Name: Knox County Learning Academy

*Location Number: 150

NCES School Number: 2103150 - 00709

*Type: 13: Alternative

Standard Code (SIF StatePrid):

CEEB Number:

State Classification: A5: District operated- alternative school

Course Catalog - Master List: Trimester Catalog

Type: this is a field that should be populated by KDE, if 13: Alternative is not selected in this drop list, please contact [Windy Newton](#) to update.

State Classification: This field will be synched down to district sites by KDE and is locked in district edition.

- A5: District-operated alternative school
- A6: KECSAC funded program, blended programs will be designated as an A6

28B	Course Detail (on-site alternative program)
-----	---

Campus Path: Scheduling | Courses | Sections Tab

A section must be set up for all content courses offered within the on-site alternative education program

Section Editor

SectionID: 79006

*Section Number: 1

Teacher Display Name: BAKER, J

Max Students: 12 (12)

Lunch Count:

Milk Count:

Adult Count:

Room: 122

Skinny: Seq

Team:

Lunch:

Homeroom:

Instructional Setting (Override): (01)

*Highly Qualified: Highly Qualified

Primary Teacher: BAKER, JEFFERY

Special Type: 02: Alternative Classroom

Population ID:

Refer to [Course Data Standards](#) for additional data elements that must be completed for reporting purposes

Special Type: Select from the drop list 02: Alternative Classroom

28C	ILPA Team Members Tab
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Campus Path: Student Information | ILPA | General | 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.



Team members that are already in the system should be added using the **Find and Link New Team Member** button

Census: Use this drop list to select team members from database census

Counselor Staff: This drop list will contain staff designated as counselor via *Census | People | District Assignments tab*

Advisor Staff: This drop list will contain staff designated as counselor via *Census | People | District Assignments tab*

Role: Select from the drop list the appropriate role for this member

Team members not in the system must be entered using the **Enter New Team Member** button

Start Date: Enter the date in which specified member is added to the team

End Date: Enter the date in which member was removed from the team, if applicable

Last Name: Enter the last name of the member

First Name: Enter the first name of the member

Role: Select the appropriate role for the member

28D	ILPA Documents Tab
-----	----------------------

Campus Path: Student Information | ILPA | General | Documents Tab

➤ Select New Document



➤ Select Create New Plan

➤ Select KY ILPA

➤ Create Document

Create New Document Wizard

Please select one of the following documents:

Create New Plan:
Goals and Objectives, Services, Accommodations, Transition, and Other Information

KY ILPA

Create New Progress Report:
Report measurable progress against ongoing Plan Goals

Create New Simple Form:
Notices, checklists, and supplemental forms

DOCUMENT SELECTED FOR CREATION: KY ILPA

Save
 Save & Continue
 Print
 Print Editor

Save: Select the save button to save the data entered on the current editor

Save and Continue: Select the save and continue button to save the data entered on the current editor and to move to the next editor

Print: Select the print button to print the entire ILPA document (all editors)

Print Editor: Select the print editor button to print only the current editor

Plan Information Editor:

Individual Learning Plan Addendum

***Start Date** ***End Date**

Withdrawal Date ***Enrollment Date** ***Anticipated Date of Transition**

***Placement:** **Total Credits Earned To Date:**

Location: **If Off Site, please specify:**

***Reason for Placement** **If Other, please specify:**

Team Manager: COLLINS, CHRISTOPHER

Start Date: Enter the Start Date of the plan

End Date: Enter the anticipated End Date of the Plan

Withdrawal Date: Enter the withdrawal date from the student’s regular educational setting

Enrollment Date: Enter the enrollment date into the alternative education program

Anticipated Date of Transition: Enter the date team anticipates the student to return to the regular educational setting

Placement: Select from the drop list Voluntary (student choice) or Involuntary (school or court ordered) placement

Total Credits Earned to Date: Enter the total credits earned upon enrollment in the alternative education program

Location: Select from the drop list if the student will be in an off-site or an on-site alternative education program

If Off-Site, specify: If applicable select from the drop list the off-site alternative education program

Reason for Placement: Select from the drop list the reason the student was placed in an alternative education program

- Academics
- Behavior
- Credit Recovery
- Other, if selected, specify reason in textbox

Student Information Editor:

Student Demographics

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

Last Name <i>ABBOTT</i>	First Name <i>BRANDON</i>	Middle Name <i>WAYNE</i>	Suffix
Federal Designation <i>6: White</i>	Federal Race(s) <i>White</i>	Race, Ethnicity (state) <i>White</i>	
Birthdate <i>08/28/1996</i>	Birth City	Gender <i>M</i>	
Student Address <i>447 KY ROAD HEIDRICK, KY 40949</i>			
School Name <i>Knox Central High School</i>	School Phone <i>(606)546-9253</i>	Student Number <i>914</i>	Grade <i>11</i>

Refresh Student Information: Select to refresh the student demographics to the document

Parent/Guardian Information:

Parent/Guardian Information

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy of the guardian information, click the button below.

Parent/Guardian comes from the census system and the only people listed here are marked as guardians of the student's current household, or direct guardians to the student through the relationship.

Guardian	Name	
MOTHER, NATURAL/ADOP	MARRION Ann ABNER	
Work Phone	Cell Phone	Email
(555)545-6032	(555)141-8147	evphy.vbesr@kerx.kysehrrhs.us
Addresses	Home Phone	
447 KY ROAD HEIDRICK, KY 40949	(555)346-4482	
447 KY ROAD HEIDRICK, KY 40949	(555)346-4482	

Refresh Guardian Information: Select to refresh the student's parent/guardian information to the document

District/School Information:

Transferring District/School Information

District Name:

School Name:

School Address:

School Phone:
 () - x

School Fax:
 () - x

District Name: Select from the drop list the district in which the student is transferring from
School Name: Select from the drop list the school in which the student is transferring from

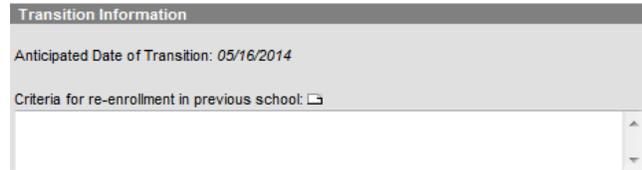
*NOTE: the school drop list will be auto-populated based on the District Name selection

School Address: Enter the address of the school in which the student is transferring from **OPTIONAL**

School Phone: Enter the phone number of the school in which the student is transferring from **OPTIONAL**

School Fax: Enter the fax number of the school in which the student is transferring from **OPTIONAL**

Transition Information:

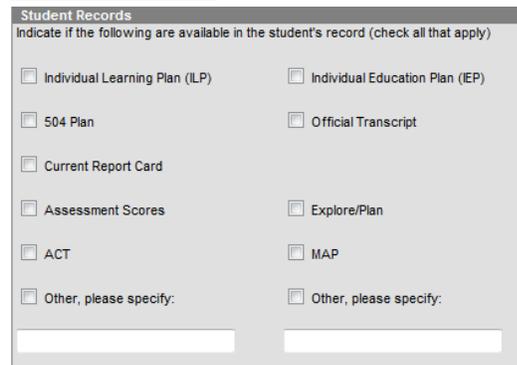


Anticipated Date of Transition: Read only field populated from the Plan Information editor

***Criteria for re-enrollment into the previous school:** Enter the criteria student must meet in order to be re-enrolled into the student’s previous A1 school/regular educational setting

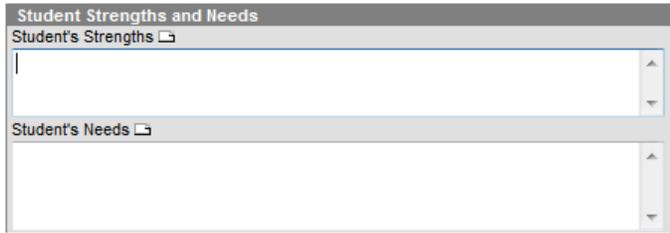
* Template bank can be created by district, via System Administration | ILPA | Template Banks, reference [ILPA Set-up Instructions](#)

Student Records:



Indicate availability of items in student’s current educational record: check all that apply

Strengths and Needs:



***Student's Strengths:** Enter student's academic or behavioral strengths

***Student's Needs:** Enter the student's academic or behavioral needs

* Template bank can be created by district, via System Administration | ILPA | Template Banks, reference [ILPA Set-up Instructions](#)

Goals and Objectives:

Select **New Plan Goal** button



Goal Name: Enter Goal Name

Area: Select from the drop list the area for the specified goal

- Academic
- Behavioral
- Other

***Goal:** Describe student's goal in specified area

Select Save to save current goal and enter a new goal

Select Save and Continue to save current goal and to move to the next editor

* Template bank can be created by district, via System Administration | ILPA | Template Banks, reference [ILPA Set-up Instructions](#)

Enter **Goal Objective(s)**

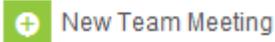
Select Goal, click **New Plan Goal Objective** button



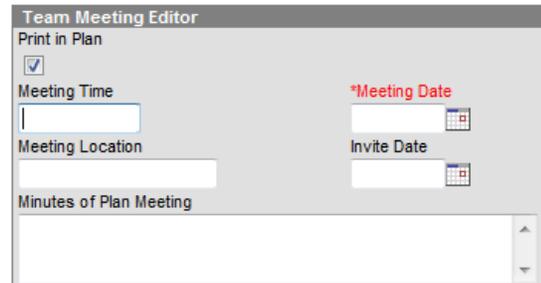
Enter Objective, multiple objectives per goal can be entered by clicking **Add Plan Goal Objective** button

* Template bank can be created by district, via System Administration | ILPA | Template Banks, reference [ILPA Set-up Instructions](#)

Team Meeting:

Select New Team Meeting 

Team Meeting Editor:



Print in Plan: Select this indicator to ensure the data entered regarding the team meeting will print on the plan

Meeting Time: Enter the time the team meeting occurred

Meeting Date: Enter the date the team meeting occurred

Meeting Location: Enter the location of the team meeting

Invite Date: Enter the date in which the members were invited to the meeting

Minutes of Plan Meeting: Enter the minutes of the meeting **OPTIONAL**

Team Meeting Attendance Editor:

Invited		Attended Name		Title
<input type="checkbox"/>	<input type="checkbox"/>	ABNER, MARRION		MOTHER, NATURAL/ADOP (GUARDIAN) (COUNSELORSTAFF)
<input type="checkbox"/>	<input type="checkbox"/>	COLLINS, CHRISTOPHER		(COUNSELORSTAFF)
<input type="checkbox"/>	<input type="checkbox"/>	FERGUSON, CHRISTY		(ADVISORSTAFF)

This will display all Team Members entered on the Team Members Tab

Select each member that was invited

Select each member that attended

Save Document

From the documents tab the ILPA must be **LOCKED** for student records transfer and synching to the state and for reporting purposes.

- Select Documents Tab
- Select KY ILPA
- Click the Lock/Unlock button



28F	Progress Report
Campus Path:	Student Information ILPA General Documents Tab

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 in the other schools in your district.

- Select New Document



- Select Create New Progress Report

- Select Progress Report

- Create Document

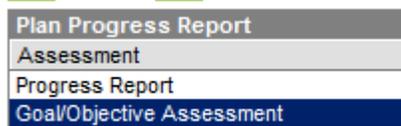
Progress Report Editor:

Plan to report on: Select from the drop list the plan to report progress

Report Date: Enter the progress report date

Goal/Objective Assessment Editor:

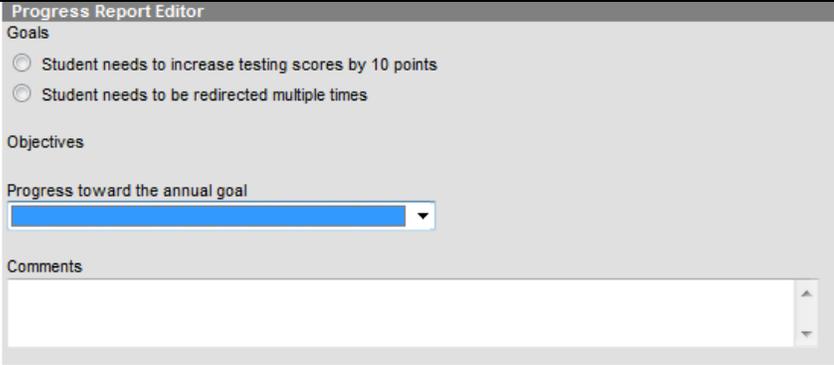
- Click Goal/Objective Assessment in the Assessment editor



- Click New Goal/Objective Assessment



- Select appropriate goal and/or objective



The screenshot shows a software interface titled "Progress Report Editor". It contains several sections: "Goals" with two radio button options, "Objectives", "Progress toward the annual goal" with a blue dropdown menu, and "Comments" with a text area and a vertical scrollbar.

➤ Select from the drop list the *Progress toward the annual goal

*Note: This drop list must be populated via System Administration | ILPA | Progress Options, reference [ILPA Set-up Instructions](#)

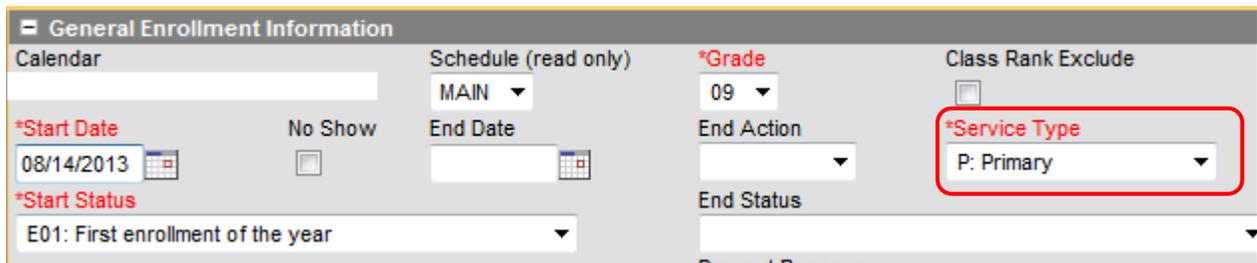
Data Standard – Alternative Programs – Out of District

27	Alternative Programs – Out-Of-District		
KDE Contact (Data Steward)	Sherri Clusky , Tom Edgett	Revised Date	April 28, 2014
Description	<p>Districts that place students with another district for alternative program services must ensure student records are available for student tracking. Setup of alternative school enrollments in Infinite Campus will vary depending upon the agreement between districts. It is important to follow one of the methods below to ensure the ability to track student for SEEK funding, student-teacher data link, graduation, dropout, retention and accountability.</p> <p>For purposes of this document:</p> <ul style="list-style-type: none"> • Home district is the resident district where the student would attend if the alternative placement was not necessary. • Alternative district is the district providing the alternative placement services to the student. 		
Data Standard Reg sites, data use, etc.	<p>Regulation: 704 KAR 19:002 Reference: Alternative Education Programs/ILPA Data Standards Data Use: Transcripts, CIITS, P20, Student/Parent Portal, Other Research Use.</p>		
How is data used	<ul style="list-style-type: none"> • SEEK Funding and Teacher of Record are determined by where the student is scheduled into classes. • Graduation Rate is determined based on which comes first: <ul style="list-style-type: none"> ○ the last day of the school the year the student graduates <u>or</u> ○ the last day of school the year the student’s freshman cohorts graduated • Testing Accountability is attributable to the last A1 school or district where the student had an enrollment of more than 100 days. • Transcripts should include all courses the student attended. • CIITS classroom rosters include teacher rosters as set up in Infinite Campus. 		
Noted Changes for current year	<p>Differences in agreements between districts necessitate guidance to ensure student tracking is in place. Three options are provided to accommodate arrangements made between districts.</p> <ol style="list-style-type: none"> A. SHARED RESPONSIBILITY: The alternative district receives SEEK funding; however, accountability is tracked back to student’s home district that contracted services. B. SHARED RESPONSIBILITY: The home district receives SEEK funding; however, accountability is tracked to the student’s alternative district. C. HOME DISTRICT RESPONSIBILITY: The district sends the student for alternative placement; however, maintains responsibility for student. Home district continues to receive SEEK funding and accountability and also maintains student in courses that properly maps students to teacher of record. D. ALTERNATIVE DISTRICT RESPONSIBILITY: The district providing alternative services accepts full responsibility for the alternative student. Funding and accountability follow student. 		

Available Ad-Hoc & Reports	None
Available Training	
27A	Alternative Schools Out-of-District - SHARED RESPONSIBILITY - Scenario 1
Campus Path:	Student Information General Enrollment tab <i>[Service Type & Resident District]</i>

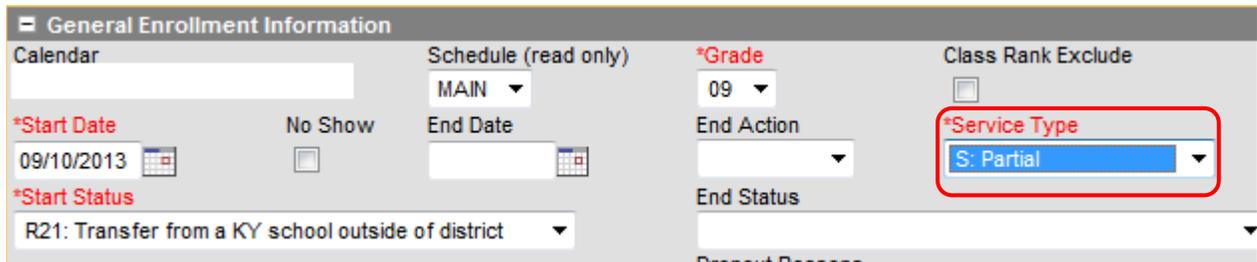
Student attends alternative school out of district. The alternative school receives the SEEK funding but the home district is otherwise responsible. To ensure funding and responsibility can be tracked correctly the student should be set up in both districts as indicated below.

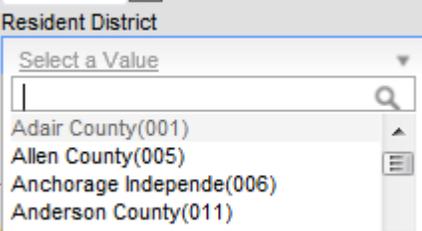
Home district enrolls student with a **Service Type = Primary** but does not schedule student in any classes. If the student had been scheduled prior to the assignment to the out-of-district alternative school the schedule is end dated but the enrollment is not.



- Home district will **not** receive funding because the student is **not** scheduled into classes.
- Home district **does not** have teacher of record and student **does not** display in CIITS because the student is not scheduled into classes.
- Student is included in home district graduation rate.
- If student is enrolled over 100 days, the district with the primary enrollment is **accountable** for testing.

Alternative district enrolls the student with a **Service Type = Partial** and schedules the student into classes. The alternative district enrollment should have the student’s home district selected as the resident district on the student’s enrollment.





- Alternative district **will receive** SEEK funding because the student is scheduled into classes.
- Alternative district course/section **will** display in CIITS because the student is scheduled into classes; teacher in alternative school is teacher of record.

Considerations:

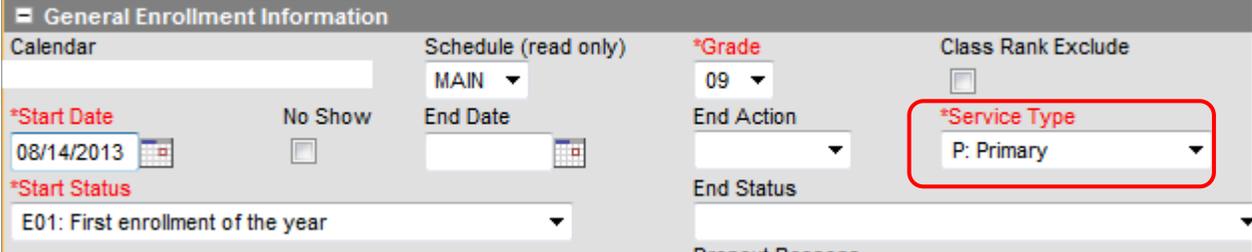
- Transcript – Districts would have choice of which district/school the student transcript would be generated from. Student records must be transferred upon transition to and from the alternative district and the home district to ensure transcripts include any courses the student has participated when enrolled in both districts.

27B	Alternative Schools Out-of-District - SHARED RESPONSIBILITY - Scenario 2
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Campus Path:	Student Information General Enrollment tab [<i>Service Type & Resident District</i>]
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Student attends alternative school out of district. The home district receives the SEEK funding but the alternative district is otherwise responsible. To ensure funding and responsibility can be tracked correctly the student should be set up in both districts as indicated below.

Alternative district enrolls student with a **Service Type = Primary** but does not schedule student in any classes. The alternative district enrollment should have the student’s home district selected as the resident district on the student’s enrollment.



- Alternative district will **not** receive funding because the student is **not** scheduled into classes.
- Alternative district **does not** have teacher of record and student **does not** display in CIITS because the student is not scheduled into classes.
- Student is included in alternative district graduation rate.

- If student is enrolled over 100 days, the district with the primary enrollment is **accountable** for testing.

Home district enrolls the student with a **Service Type = Partial** and schedules the student into classes.

- Home district **will receive** SEEK funding because the student is scheduled into classes.
- Home district course/section **will** display in CIITS because the student is scheduled into classes; teacher in alternative school is teacher of record.

Considerations:

- Transcript – Districts would have choice of which district/school the student transcript would be generated from. Student records must be transferred upon transition to and from the alternative district and the home district to ensure transcripts include any courses the student has participated when enrolled in both districts.

27C	Alternative Schools – HOME DISTRICT RESPONSIBLE
Campus Path:	Student Information General Enrollment tab [<i>Service Type & Resident District</i>]

Student attends alternative school out of district. The home district sends the student for alternative placement; however maintains responsibility for student. Home district continues to receive SEEK funding and maintains student in courses that properly align students to teacher of record. The home district maintains responsibility, funding and accountability for student. To ensure funding and responsibility can be tracked correctly the student should be set up in both districts as indicated below.

Home district enrolls student with a **Service Type = Primary** and schedules student into classes

- Home district receives SEEK funding because the student is scheduled into classes.
- Home district has teacher of record and displays in CIITS because the student is scheduled into classes.
- Student is included in home districts graduation rate.
- If student is enrolled over 100 days, the district with the primary enrollment is **accountable** for testing.

Alternative district enrolls the student with a **Service Type = Partial** and schedules student into classes. Enrollment record must be marked **State Exclude**. The alternative district enrollment should have the student’s home district selected as the resident district on the student’s enrollment.

- Alternative district does not receive SEEK funding because the enrollment is marked state exclude.
- Alternative district has teacher of record and displays in CIITS because the student is

scheduled into classes.

Considerations:

- Transcript should be generated from home district. Grades would need to be entered into the teachers' grade books in the home district. At a minimum, term and final grades should be entered into home district course to ensure transcript is correct.

27D	Alternative Schools– ALTERNATIVE DISTRICT RESPONSIBLE
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Campus Path:	Student Information General Enrollment tab
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Student attends alternative school out of district. The district providing alternative services accepts full responsibility for the alternative student. Funding and accountability follow student. To ensure funding and responsibility can be tracked correctly the student should be set up in both districts as indicated below.

Home District withdraws student.

- Home district does not receive SEEK funding once the student has withdrawn.
- Withdrawal removes student from CIITS.
- Student is not included in graduation rate because their primary enrollment has ended with a transfer to another district.
- If student was enrolled over 100 days, the district is **accountable** for testing.

Alternative District enrolls the student with a **Service Type = Primary** and schedules them into classes. Home district should be entered as resident district.

The screenshot shows the 'General Enrollment Information' form. The 'Service Type' dropdown menu is highlighted with a red box and set to 'P: Primary'. Other fields include 'Calendar', 'Schedule (read only)' set to 'MAIN', '*Grade' set to '09', and '*Start Date' set to '08/14/2013'. The '*Start Status' is set to 'E01: First enrollment of the year'.

The screenshot shows the 'Resident District' dropdown menu. The list includes: Adair County(001), Allen County(005), Anchorage Independe(006), Anderson County(011), and Ashland Independent(012).

- Alternative district receives SEEK funding because the student is scheduled into classes.

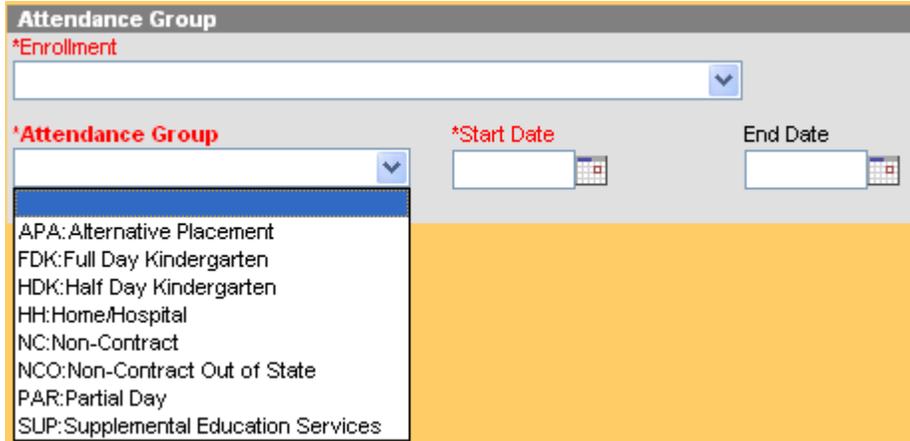
- Alternative district has teacher of record and does show up in CIITS because the student is scheduled into classes.
- Student is included in alternative districts graduation rate.
- If student is enrolled over 100 days, the district is **accountable** for testing.

Considerations:

- Transcript – Student records should transfer from home district to alternative district for transcript to be generated from alternative district. Student records would have to be transferred back to home district if transcript is to be generated from home district.

Data Standard – Attendance

1	Attendance		
KDE Contact (Data Steward)	Cheri Meadows	Updated	08/20/13
Description	Student attendance in Kentucky is the basis for all major funding streams for state and federal revenue.		
Data Standard Reg sites, data use, etc.	KRS 157.270, KRS 157.350, KRS 157.360, KRS 159.010, KRS 159.030, KRS 159.160, KRS 161.200, 702, KAR 7:125, 703 KAR 3:270, 704 KAR 5:060, 704 KAR 7:120, OAG 82-44,		
How is data used	<ul style="list-style-type: none"> • Superintendent’s Annual Attendance Report (SAAR) • Growth Factor, January Growth Factor • Annual Attendance Review Process for School Districts • School district self-monitoring to maintain correct attendance data • Data Sharing between systems: CIITS, P20 		
Noted Changes for current year	KRS 157.350 (2013 HB 182) goes into effect for the 2013-2104 school year. Specifically, this new legislation establishes that a child who attends school in a district in which the parent of the pupil is employed will be counted in the district’s average daily attendance for SEEK funding. These students will be flagged as CDE for tracking purposes.		
Available Ad-Hoc & Reports	<p>The ad hoc reports link to KY specific information and will be used by KDE Attendance Auditors during the Attendance Review process. It is recommended that school districts use these reports regularly to maintain accurate attendance data.</p> <p>Path: Ad Hoc Reporting I Filter Designer I State Published or Ad Hoc Reporting I Data Export I State Published</p> <p>Audit All Tool Rights - Find users with rights of All Tools</p> <p>Audit AFD - Find students who have AFD</p> <p>Audit AFR - Find students who have AFR state code</p> <p>Audit ATA - Find students who have ATA state code</p> <p>Audit Check-In/Check-Out – Find times that students were checked in or out in Campus</p> <p>Audit Children of District Employees - Find students who are children of district employees</p> <p>Audit Dropout Questionnaire - Find students who are dropouts</p> <p>Audit EHO - Find students who have EHO state code</p> <p>Audit End-Dated T code Record – Find students with T-code end dated prior to</p>		

	<p>enrollment end date</p> <p>Audit Expelled SSP1 and SSP2 - Find students who are expelled</p> <p>Audit Home Hospital - Find students in home hospital attendance group</p> <p>Audit IEP and T5 Data - Find students receiving special (T5) transportation</p> <p>Audit Missing T Codes - Check to make sure there are no students with missing T codes</p> <p>Audit Nonresident Contracts - Find students with a non-resident contract</p> <p>Audit Nonresident NonContract - Find students with a non-resident contract</p> <p>Audit Overlapping T Codes - Find students with overlapping T codes</p> <p>Audit Partial Day – Find students who are in a Partial Day Attendance Group</p> <p>Audit Partial Week - Find students who have used the PW partial week attendance code</p> <p>Audit Performance Based Courses - Find students who are enrolled in a performance based course</p> <p>Audit SSP - Find students who have been suspended or expelled</p> <p>Audit Virtual Based Courses - Find students who are enrolled in virtual based course</p>
<p>Available Training</p>	<p>Campus Community: Attendance Refresh (Districts only need to contact Campus Support if using this tool for the first time)</p> <p>ICU: KYBOY 1143: 2013-2014 Beginning of Year Processes</p>
<p>1A</p>	<p>Attendance Group Tab</p>
<p>Campus Path:</p>	<p>Student General Attendance Group Tab</p>
 <p>The screenshot shows the 'Attendance Group' interface. At the top, there is a section for '*Enrollment' with a dropdown menu. Below that, there are three fields: '*Attendance Group' (a dropdown menu with a list of options including APA, FDK, HDK, HH, NC, NCO, PAR, and SUP), '*Start Date' (a date input field with a calendar icon), and 'End Date' (another date input field with a calendar icon). The background of the interface is light gray with a yellow highlight at the bottom.</p>	

Start Date: Enter the date of the entry into a given attendance group

Attendance Group: Select from the drop down menu the type of attendance group to be assigned to the students; state mandated attendance groups are as follows:

***HKD: Half Day Kindergarten Attendance Group:** Students who participate in half-day kindergarten (Only required if school contains both Full Day and Half Day Kindergarten)

***FDK: Full Day Kindergarten Attendance Group:** Students who participate in full-day kindergarten (Only required if school contains both Full Day and Half Day Kindergarten)

HH: Home/Hospital Attendance Group: Students who receive home/hospital instruction

NC: Non-Contract Attendance Group: Students residing in another district for whom a district does not have a contract agreement to provide services

NCO: Non-Contract Out of State: Students that reside in another state

PAR: Partial Day Attendance Group: Students who receive services in multiple schools or multiple districts or students who only attend school for a portion of the day.

SUP: Supplemental Education Attendance Group: Students who receive additional academic instruction designed to increase the academic achievement of students in schools receiving Title I, Part A services identified as in need of improvement (School Improvement - Year 2 or higher). These services involve tutoring provided by state approved vendors outside the regular school day. Students from **School Improvement - Year 2 and above schools who meet low-income requirements** are the only students eligible to receive SES services.

End Date: Enter the date of the withdrawal from a given attendance group

Partial Day Attendance Group: If partial day attendance group is selected, additional data is required.

Start Date: Enter the date the student begins partial day attendance

End Date: Enter the date the partial day attendance ends

Start Time: If student's day starts at a time different from the regular schedule starting period, enter time.

End Time: If student's day ends at a time different from the regular schedule ending period, enter time.

Partial Minutes: If student is placed in a Partial Day Attendance Group and a start/end time is entered, this field is auto populated with the amount of minutes student is in attendance when the record is saved.

Percent Enrolled: If student is placed in a Partial Day Attendance Group and a start/end time is entered, this field is auto populated when the record is saved with the percent of time student is enrolled based on minutes of school day.

Data Standard – Behavior

2		Behavior (Safe Schools) Data Entry	
KDE Contact (Data Steward)	Libby Taylor , Windy Newton , (502) 564-4772 Restraint and Seclusion Program Contact: Gretta Hylton , (502) 564-4970	Updated	12/18/13
Description	Behavior Management Tool should be utilized to document behavior incidents, behavior events and student behavior resolutions. Restraint and Seclusion Custom Tab should be utilized to document additional data collection required with the use of restraint or seclusion as a behavior resolutions		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • KRS 158.444 – reporting of discipline to KDE • KRS 158.148 – student discipline guidelines and model policy • KRS 158.156 – victim of a violation of any felony offense • KRS 525.070 – harassment • KRS 525.080 – harassing communications • 704 KAR 7:160 – Restraint and Seclusion 		
How is data used	<ul style="list-style-type: none"> • Safe Schools Reporting will be used for public reporting, EDEN federal reporting and OEA (Office of Education Accountability) requirements. • District Reporting • Monitoring and reporting of Restraint and Seclusion 		
Noted Changes for current year	Addition of SSP7: Restraint and SSP8: Seclusion resolution codes Restraint and Seclusion custom tab School Resource Officer data element added to Behavior Event Detail		
Available Ad-Hoc & Reports	Updated ad-hoc reports will be developed by KDE and pushed out to districts.		
Available Training	Various trainings will be posted via KDE’s Safe Schools website		
2A		Behavior Administration	
Campus Path:	Behavior Admin Resolution Types		
<p>These tasks should be done in the summer before school starts and data entry of behavior events are entered into the system.</p> <p>Two new state codes of SSP7: Restraint and SSP8: Seclusion have been added to IC and must be utilized for 13-14 data entry and reporting. Districts must create local behavior resolution codes for Restraint and Seclusion, mapping them to the state codes added. Reference Mapping of State Resolutions Codes on KDE’s Safe Schools website.</p> <p>NOTE: If any new local codes meeting the definition of In School Removal have been added for 13-14 school year, ensure mapping to the INSR state code occurs before the start of the school year.</p> <p>Appropriate local district resolution codes should be mapped to State Resolution Codes for reporting purposes:</p>			

- ❖ SSP1: Expelled with Services
- ❖ SSP2: Expelled without Services
- ❖ SSP3: Out of School Suspension
- ❖ SSP5: Corporal Punishment
- ❖ SSP7: Restraint
- ❖ SSP8: Seclusion New
- ❖ INSR, In-School Removal – any district resolution type in which student is removed from his/her normal educational environment **during instructional time**, i.e., ISAP, ISS, In School Detention, Alternative Classroom, Alternative Program within the district, etc...

2013-14 Safe Schools Extract will include **all** student behavior events with a resolution mapped to any of the state codes listed above.

Calendar = 13-14 Schools = All Schools

Year 13-14 School All Schools

PATH: Behavior | Admin | Resolution Types

- Select local resolution type

Behavior Resolution Type Editor				
Code	Name	Alignment	Start Date	End Date
	IN-SCHOOL REMOVAL	Discipline	08/10/2006	
	Office Time Out	Discipline	08/10/2006	
	OTHER	Discipline	08/10/2006	
SSP3	Out of School Suspension	Discipline	08/10/2006	
	PARENT CONFERENCE	Discipline	08/10/2006	
	PARENT NOTE LETTER	Discipline	08/10/2006	

- Select appropriate State Resolution Code (mapping)

State Resolution Code (Mapping)

No State Resolution Code (Mapping) ▼

- No State Resolution Code (Mapping)
- In-School Removal
- Expelled, Receiving Services
- Expelled, Not Receiving Services
- Out of School Suspension
- Corporal Punishment
- Restraint
- Seclusion

Save

Step 1 Data Entry: Incident Detail Information

An incident is a group of behavior events linked by time and proximity. Events do not have to be related nor have the same participants to be grouped together in an incident. So there could be multiple events attached to one incident.

Incident Detail Information
 This section stores information specific to the incident and will be shared on all participant's behavior tab. Add Event/Participant button will not be enabled until all required fields are filled.

Status: In Progress (dropdown) | Submitted Date: (dropdown) | Submitted By: (dropdown)

*Alignment: Discipline (dropdown) | Title: (text field)

*Date of Incident: 08/03/2012 (calendar) | *Time of Incident: 08:29 AM (text field) | Damages: \$ (text field)

Context: (dropdown) | Context Description: (text field)

Behavior Event Location: SSL1: Classroom (dropdown) | Location Description: (text field)

Details: (text area)

Status: Select from the drop list the status of Incident detail

- In Progress
- Completed

NOTE: Status must be marked complete for the incident/event/resolution to appear on the student behavior tab AND for the all reporting purposes.

Submitted by: Select from the drop list the staff that reported the behavior incident detail

Alignment: Select from the drop list the type of incident

- Discipline (*negative*)
- Award (*positive*)

Title: Enter a brief description of incident as a whole, i.e., Fight at Assembly, if left blank, the first Event Type selected will default as value when incident saved

Date of Incident: Enter the date the incident occurred. This field defaults to the date the record is created.

Time of Incident: Enter the time the incident occurred. This field defaults to the time the record is created.

Context: Select from the drop list the context of the incident

- SS: School sponsored event, during school hours
 The discipline incident occurs in a school setting OR while a student is under the authority of the school/district AND between the time the bell rings in the morning and the bell rings in the afternoon
 EXAMPLES: incident occurs during instruction in the classroom; Incident occurs during lunch in the cafeteria; Incident occurs in the gym during a Pep Rally; Incident occurs on a field trip
- SN: School sponsored event, not during school hours
 The discipline incident occurs in a school setting OR while a student is under the authority of the school/district AND before bell rings in the morning or after bell rings in the afternoon OR on non-instructional days
 EXAMPLES: Incident occurs during a home football game; Incident occurs at a school fall festival;

<p>Incident occurs on the school bus; incident occurs at an away football game in which student was transported by the school or under authority of school personnel</p> <ul style="list-style-type: none"> ▪ NS: Non-school sponsored event, during school hours The discipline incident occurs off school campus AND between the times the bell rings in the morning and the bell rings in the afternoon EXAMPLES: Incident occurs off campus during the time the student is supposed to be in attendance at school ▪ NN: Non-school sponsored event, not during school hours The discipline incident occurs off school campus AND before bell rings in the morning or after bell rings in the afternoon OR on non-instructional days EXAMPLES: Incident occurs at an away football game by a student that at the time of the incident is not under the authority of the school/district; incident occurs such as student uses home computer to harass another student from home in the evening <p>Behavior Event Location: Select from the drop list the location in which the incident occurred</p> <ul style="list-style-type: none"> ▪ SSL1: Classroom ▪ SSL2: Bus ▪ SSL3: Hallway/Stairwell ▪ SSL4: Cafeteria ▪ SSL5: Campus Grounds ▪ SSL6: Off-Campus ▪ SSL7: Restroom ▪ SSL8: Gymnasium 	
2C	Event and Participant Details
Campus Path:	Behavior Behavior Management Tool
Step 2 Data Entry: Events and Participants Detail	

Events and Participants

This section will store event and participant information. Event Details will be shared across participants. Participant Details will only be displayed on that person's behavior tab.

Add Event/Participant
Add Resolution

Event Details

*Event Type: ▼

Event ID: 19527

Call Police

Gang Related

Law Violation
▼

Board Violation
▼

Participant Type
▼

Arrest

Civil Proceedings

Violence Indicator

Charges

School Resource Officer

Event Type: Select from the drop list the local event type

Call to Police: Select checkbox if event resulted in a call to police

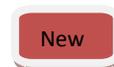
Arrest: Select checkbox if event resulted in an arrest

Charges: Select checkbox if event resulted in charges being filed

Gang Related: Select checkbox if event was gang related

Civil Proceedings: Select checkbox if event resulted in civil proceedings

School Resource Officer: Select checkbox if event involved a School Resource Officer



Events that result in a state resolution MUST have a law or board violation selected.

Safe Schools extract will include **all** incidents of assault, violence, use of weapons, alcohol, drugs, controlled substance (tobacco use), bullying and harassment **regardless of event resolution**. Law or board violations **highlighted** below are reportable to KDE and will generate counts on the annual School Report Card.

Law Violation: Select from the drop list the law violation if applicable; codes **highlighted** below will be reportable to KDE

Code	Code Description	Code	Code Description
11	Criminal Homicide	1851	Barbiturates Possession and Use
20	Forcible Rape	1852	Barbiturates Distribution
30	Robbery	1861	Heroin Possession and Use
50	Burglary	1862	Heroin Distribution
60	Larceny - Theft	1871	Cocaine/crack Possession and Use
70	Motor Vehicle Theft	1872	Cocaine/crack Distribution
90	Arson	1881	Prescription drugs Possession and Use
100	Forgery	1882	Prescription drugs Distribution
110	Fraud	1891	Inhalant Possession and Use
120	Embezzlement	1892	Inhalant Distribution

130	Stolen Property	190	Gambling
140	Vandalism	210	DUI
151	Weapon - Handgun	230	Under Influence
152	Weapon - Rifle	240	Disorderly Conduct
153	Weapon/Other Firearm	260	Other
154	Weapon - Other	280	Loitering
160	Prostitution	301	1 st Degree Assault
171	Indecent Exposure	302	2 nd Degree Assault
172	Statutory Rape	303	3 rd Degree Assault
174	Sexual Assault (Unwanted touching in a sexual manner)	304	4 th Degree Assault
1801	Other Drug Possession and Use	305	Menacing
1802	Other Drug Distribution	306	Felony Wanton Endangerment
1811	Alcohol Possession and Use	307	Misdemeanor Wanton Endanger.
1812	Alcohol Distribution	308	Felony Criminal Abuse
1821	Marijuana/hashish Possession and Use	309	Misdemeanor Criminal Abuse
1822	Marijuana Distribution	310	Terroristic Threat
1831	Hallucinogenic Possession and Use	320	Terroristic - Bomb
1832	Hallucinogenic Distribution	330	Terroristic-Ch/Bio/Nuc
1841	Amphetamines Possession and Use	340	Felony Stalking
1842	Amphetamines Distribution	341	Misdemeanor Stalking
		350	Harassing Communications

Board Violation: Select from the drop list the board policy violation if applicable; codes highlighted below are reportable to KDE

Code	Description	Code	Description
1001	Cheating	40	Failure to Attend Detention
1002	Dress Code Incident	5001	Fighting - Student to Student (physical aggression)
1003	Leaving Campus	5002	Fighting - Student to Staff (physical aggression)
1004	Skipping Class	5003	Fighting - Student to Other (physical aggression)
1005	Skipping School	60	Inappropriate Sexual Behavior
1006	Tardy to Class	70	Profanity or Vulgarity
1007	Truancy	8001	Bullying
1008	Signing Parent/Staff Note	8002	Harassment
1009	Stealing	8003	Threatening Staff
1010	Failure to follow staff instructions	8004	Verbal Abuse
1011	Disrespectful Behavior	8006	Threatening another Student
1012	Inappropriate Use of District/School Technology	9001	Smoking
1013	Violation of Personal Electronic/Telecommunication Device	9002	Chewing
1014	Look-alike drug possession, distribution	9003	Tobacco - Other
2001	Disruptive Behavior	998	Other
2002	Bus Disturbance	110	Dangerous Instruments (carrying or use)

Participant(s) Details

ALEXANDER BARGO

Add Participant

Filter: Students Student Name or Complete Student Number:

Students
School Employees
All People

Search for Participant

Filter: Current Student, School Employees or All People

Participant Name: Search for participant by last name

Participant(s) Details

DIANE LAMB (Gender: F Grade: 11 Age: 17) Display on Portal

Role: Offender Demerits: 0 ***Relationship to School**: 1: Current Student

Injury: 1: No Injury Injury Description: Medical Service Provided:

Details:

Role: Select from the drop list the role the participant played in behavior event

- Offender
- Participant
- Victim
- Witness

Relationship to School: Select from the drop list the appropriate participant relationship to the school in which the event occurred

Enter the participant detail for each participant of the event; this will write the event/resolution information to the student's behavior tab.

2D	Resolution Detail
Campus Path:	Behavior Behavior Management Tool
Step 3 Data Entry: Resolution Detail	
Data is reported to KDE for Safe Schools Reporting on resolution types that are mapped to the following state codes:	

- SSP1, Expelled with Services
- SSP2, Expelled without Services
- SSP3, Out of School Suspension
- SSP5, Corporal Punishment
- SSP7, Restraint
- SSP8, Seclusion
- INSR, In School Removal

New

DISORDERLY CONDUCT (Event ID: 16324)
 [Offender Name] - Offender
 Add Event/Participant Add Resolution

Resolution Details

*Resolution Type: [Dropdown]

Resolution Assign Date: [08/03/2012] Resolution Start Date: [08/03/2012] Resolution Start Time: [09:21 AM] Resolution End Date: [] Resolution End Time: []

Duration in School Days: []

Behavior Admin Staff Name: [Dropdown]

Details: [Text Area]

*Apply To:
 DISORDERLY CONDUCT []

Resolutions mapped to a state code must have a start date/time and an end date/time entered to save the record

Resolution Type: Select from the drop list the appropriate resolution for specified participant in specified event

SSP7: Restraint and SSP8: Seclusion requires additional data elements to be collected via a custom tab. *Reference Restraint and Seclusion Standards Section below*

Resolution Assign Date: Enter the date the resolution was assigned to participant

Resolution Start Date: Enter the date the resolution begins

Resolution Start Time: Enter the time the resolution begins; verify the correct AM or PM designation

NOTE: The Resolution Date and Time default to the date/time the record is created, record should be updated to reflect the actual date/time the resolution begins.

Resolution End Date: Enter the date the resolution ends

Resolution End Time: Enter the time the resolution ends; verify the correct AM or PM designation

NOTE: If a resolution ends at the close of a specified school day, then the end date and time should be the close of school that day, not the beginning of school the next day.

Apply To: Select checkbox for participant in which resolution should be applied.

NOTE: If student has an IEP and an In-School Removal and the Admission and Release Committee meets and determines placement of alternative setting the behavior resolution end date and time should be updated to reflect the date and time the ARC met and made this determination.

2E	Restraint and Seclusion Custom Tab
-----------	---

Campus Path:	Student Information General Restraint and Seclusion
---------------------	---

Step 1: Data Entry

Restraint and Seclusion

<p>*Status Date 07/02/2013</p> <p>*Resolution ID [Text Box]</p> <p>*Parent Notified [Dropdown]</p> <p>Method of Notification [Dropdown]</p>	<p>Status Time 03:50 PM</p> <p>*Resolution Code [Dropdown]</p> <p>Date Parent Notified [Text Box]</p> <p>Other, specify [Text Box]</p>
--	---

Status Date: Date will default to the date record is created

Status Time: Time will default to the time record is created

Resolution ID: Enter the resolution ID that was assigned when the resolution was entered and saved on the student's behavior record 

Resolution Code: Select the appropriate State Code used as resolution; SSP7: Restraint or SSP8: Seclusion

Parent Notified: Select Yes or No to indicate if the parent was notified of the resolution

Date Parent Notified: Enter the date the parent was notified of the resolution

Method of Notification: Select from the drop list the method in which the parent was notified of the resolution

- Phone
- Email
- US Mail
- Face to Face
- Other, if other selected indicate method in Other, specify textbox

<p>*Describe Events Lead to Resolution</p> <p>[Text Box]</p> <p>Interventions Immediately prior check all that apply</p> <p>Present options</p> <p><input type="checkbox"/> Involve students in plan</p> <p><input type="checkbox"/> Verbal redirection</p> <p><input type="checkbox"/> Positive direction and limits</p> <p>Other, specify [Text Box]</p>	<p>Continue Events Lead to Resolution</p> <p>[Text Box]</p> <p>Provide Space <input type="checkbox"/></p> <p>Relaxation activities <input type="checkbox"/></p> <p>"I" messages <input type="checkbox"/></p> <p>Positive correction <input type="checkbox"/></p> <p>Problem solving <input type="checkbox"/></p>
---	--

Describe Events Lead to Resolution: Enter a description of any events leading up to the use of restraint or seclusion including possible factors contributing to the dangerous behavior

Use Continuation textbox if additional space is needed

Interventions Immediately Prior: Select any behavioral interventions used immediately prior to

implementation of restraint or seclusion, check all that apply

- Present options
- Provide Space
- Involve student in plan
- Relaxation activities
- Verbal redirection
- “I” messages
- Positive direction and limits
- Positive correction
- Problem solving
- Other, specify

*Describe behavior pose danger/harm	Continue, danger/harm
<div style="border: 1px solid #ccc; height: 30px;"></div>	<div style="border: 1px solid #ccc; height: 30px;"></div>
*Behavior during resolution	Continue behavior during resolution
<div style="border: 1px solid #ccc; height: 30px;"></div>	<div style="border: 1px solid #ccc; height: 30px;"></div>

Describe behavior pose danger/harm: Enter a description as to how the student’s behavior posed an imminent danger of physical harm to self or others

Use Continuation textbox if additional space is needed

Behavior during resolution: Enter a description of student’s behavior during restraint or seclusion

Use Continuation textbox if additional space is needed

<p>Technique Used for Resolution</p> <p><input type="checkbox"/> Check All That Apply</p> <p><input type="checkbox"/> Single-person arm</p> <p><input type="checkbox"/> Two-person arm</p> <p><input type="checkbox"/> Standing cradle assist</p> <p><input type="checkbox"/> Seated/kneeling cradle</p> <p><input type="checkbox"/> Crossed-arm assist</p> <p><input type="checkbox"/> Seated/kneeling crossed-arm assist</p> <p><input type="checkbox"/> Seated/kneeling upper torso assist</p>	<p>Seclusion</p> <p><input type="checkbox"/> Seclusion</p> <p><input type="checkbox"/> Standing upper torso assist</p> <p><input type="checkbox"/> Shoulder assist</p> <p><input type="checkbox"/> Cradle carry</p> <p><input type="checkbox"/> Hook transport carry</p> <p><input type="checkbox"/> Single-person escort</p> <p><input type="checkbox"/> Two-person escort</p> <p><input type="checkbox"/> Other, specify</p>
--	---

Technique Used: Select techniques used in physically restraining or secluding the student and any other interactions between the student and school personnel during the use of physical restraint or seclusion, *check all that apply*

- Seclusion
- Single-person arm
- Two-person arm
- Standing cradle assist
- Seated/kneeling cradle
- Crossed-arm assist
- Seated/kneeling crossed-arm assist
- Seated/kneeling upper torso assist

- Standing upper torso assist
- Shoulder assist
- Cradle carry
- Hook transport carry
- Single-person escort
- Two-person escort
- Other, specify

<p>*Injuries to student</p> <div style="border: 1px solid gray; padding: 2px;"> <input type="text"/> </div> <p>Injuries to Others</p> <div style="border: 1px solid gray; padding: 2px;"> <input type="text"/> </div> <p>Describe Injuries</p> <div style="border: 1px solid gray; padding: 2px;"> <input type="text"/> </div>	<p>*Injuries to school personnel</p> <div style="border: 1px solid gray; padding: 2px;"> <input type="text"/> </div> <p>Continue Describe Injuries</p> <div style="border: 1px solid gray; padding: 2px;"> <input type="text"/> </div>
---	---

Injuries to student: Select from drop list injuries to the student related to restraint or seclusion, if no injuries select *None*

Injuries to School Personnel: Select from drop list injuries to school personnel related to restraint or seclusion, if no injuries select *None*

- Death
- Substantial Risk of Death
- Extreme Physical Pain
- Protracted and obvious disfigurement
- Protracted loss or impairment of the function of a bodily member, organ or mental faculty
- None

Injuries to Others: Describe any injuries to others involved in event

Describe Injuries: Describe injuries to students, school personnel or others from this event related to restraint or seclusion

Use Continuation textbox if additional space is needed

<p>*Effective de-escalating</p> <div style="border: 1px solid gray; padding: 2px;"> <input type="text"/> </div> <p>*Describe response to behavior</p> <div style="border: 1px solid gray; padding: 2px;"> <input type="text"/> </div> <p>*Planned positive intervention</p> <div style="border: 1px solid gray; padding: 2px;"> <input type="text"/> </div>	<p>Continue Effective De-escalating</p> <div style="border: 1px solid gray; padding: 2px;"> <input type="text"/> </div> <p>Continue response to behavior</p> <div style="border: 1px solid gray; padding: 2px;"> <input type="text"/> </div> <p>Continue positive intervention</p> <div style="border: 1px solid gray; padding: 2px;"> <input type="text"/> </div>
--	--

Effective de-escalating: Describe the effectiveness of restraint or seclusion in de-escalating the situation

Use Continuation textbox if additional space is needed

Describe response to behavior: Describe the school personnel response to the dangerous behavior

Use Continuation textbox if additional space is needed

Planned positive intervention: Describe the planned positive behavioral interventions which shall be used to reduce the future need for restraint or seclusion of the student

Use Continuation textbox if additional space is needed

<p>*Student identified Section 504</p> <p>▼</p>	<p>*Student identified IDEA</p> <p>▼</p>
<p>*Student referred Section 504</p> <p>▼</p>	<p>*Student referred IDEA</p> <p>▼</p>
<p>Basis for declining to refer 504</p>	<p>Basis for declining to refer IDEA</p>

Student identified Section 504: Select *Yes* or *No* indicating if student has previously been identified under Section 504

Student referred Section 504: Select *Yes* or *No* indicating if student has been referred under Section 504

Basis for declining to refer 504: If student has not been previously identified and has not been referred to Section 504, describe basis for declining to refer the student

Student identified IDEA: Select *Yes* or *No* indicating if student has previously been identified under Disabilities Education Act (IDEA)

Student referred IDEA: Select *Yes* or *No* indicating if student has been referred under Disabilities Education Act (IDEA)

Basis for declining to refer IDEA: If student has not been previously identified and has not been referred to Disabilities Education Act (IDEA), describe basis for declining to refer the student

<p>*Debriefing Session Requested</p> <p>▼</p>	<p>Date of Request</p> <p>▼</p>
<p>Date of Debriefing Session</p> <p>▼</p>	<p>Student Rep Attending</p> <p>Family or Student Representative Attending Debriefing Session</p> <p>▼</p>
<p>Parent/Guardian</p> <p>_____</p>	<p>Student</p> <p>_____</p>
<p>Other, specify</p> <p>_____</p>	

Debriefing Session Requested: Indicate *Yes* or *No* if the parent or the emancipated youth requested a debriefing session

Date of Request: If session requested, enter the date requested

Date of Debriefing Session: If session occurs, enter the date of the debriefing session; session shall occur as soon as practicable, but not later than (5) school days following the request of the parent

Parent/Guardian: Enter name(s) of Parent/Guardians attending the debriefing session, if applicable

Student: Enter the name of the student attending the debriefing session, if applicable

Other, specify: Enter other representative, with title, attending the debriefing session, if applicable

School Personnel Attending	
School Personnel Attending Debriefing Session	
Implementer of Resolution <input type="checkbox"/>	Name <input type="text"/>
Principal <input type="checkbox"/>	Name <input type="text"/>
Regular Education Teacher <input type="checkbox"/>	Name <input type="text"/>
Special Education Teacher <input type="checkbox"/>	Name <input type="text"/>
School Psychologist <input type="checkbox"/>	Name <input type="text"/>
School Counselor <input type="checkbox"/>	Name <input type="text"/>
School Social Worker <input type="checkbox"/>	Name <input type="text"/>
Other, specify <input type="text"/>	Name <input type="text"/>
Other, specify <input type="text"/>	Name <input type="text"/>

School Personnel Attending: Indicate and enter the names of school personnel attending the debriefing session; the following persons shall participate in the debriefing session:

- Implementer of the restraint or seclusion
- At least two other school personnel who were in the proximity of the student immediately before or during the restraint or seclusion
- Appropriate supervisor and administrative school personnel, which may include appropriate Admissions and Release Committee members, Section 504 team or response to intervention team members

Data Standard – Census

3	Census		
KDE Contact (Data Steward)	Cheri Meadows	Updated	07/19/13
Description	Each individual in Campus must belong to a Household that is set up in Campus. Kentucky requires tracking of individual students by SSIDs. Records are kept in the Infinite Campus program as the authoritative source for KY student data.		
Data Standard Reg sites, data use, etc.	KRS 159.170, KRS 161.200, 701 KAR 7:125		
How is data used	<ul style="list-style-type: none"> • Census data is used to record and maintain personal contact (registry) information for Household members and school district employees. • This data is critical for state and federal reporting, P20, CIITS, ASSIST and other data reporting and sharing. 		
Noted Changes for current year	Emphasis use of the Census Wizard		
Available Ad-Hoc & Reports	Census Verification Report (Path: Census Reports Census Verification) Student Census (Path: KY State Reporting KDE Reports Student Census Instructions for Student Pass-Through Queries for Census and Demographic Data		
Available Training	Campus Community: Census Video Library		
3A	Student’s Guardian Information		
Campus Path:	Path: Census People Demographics Tab		
<p>A new household must be set up prior to entering guardian information. Search household name. Once the household name is found, find a new member. If member is not found, create a new member. Once member is created guardian information can be set up.</p>			

Identity Info			
*Last Name	*First Name	Middle Name	Suffix
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
*Gender	*Birth Date	Soc Sec Number	
<input type="text"/>	<input type="text"/>	<input type="text"/> - <input type="text"/> - <input type="text"/>	
<div style="text-align: right;">No Image Available</div>			
Race/Ethnicity			
*Is the individual Hispanic/Latino?			
<input type="text"/>			
*Is the individual from one or more of these races? (check all that apply)			
<input type="checkbox"/> American Indian or Alaska Native			
<input type="checkbox"/> Asian			
<input type="checkbox"/> Black or African American			
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander			
<input type="checkbox"/> White			
State Race Ethnicity			
<input type="text"/>			
*Race/Ethnicity Determination			
<input type="text"/>			
Birth Country			
<input type="text" value="2310: United States"/>			
Date Entered US	Date Entered US School	Birth Certificate	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Original KY School Entry			
<input type="text"/>			
Home Primary Language			
<input type="text"/>			
Native American Language			
<input type="text"/>			
Nickname			
<input type="text"/>			
Comments			Upload Picture
<input type="text"/>			

Last Name:

The last name given to a guardian at birth or legal court documents, as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate.

First Name:

The first name given to a guardian as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate. The first name must contain the proper first name of the guardian, please do not use a nickname here.

Middle Name:

The middle name given to a guardian as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate. If a guardian does not have a middle name it should be left blank. If only the middle initial is given, do not put

punctuation at the end of the letter.

Gender: Select the guardian’s gender - Male or Female

Race/Ethnicity:

Select the appropriate answer for the question, ‘Is the individual **Hispanic/Latino**?’ At least one of the following race codes must be selected:

- **American Indian or Alaska Native** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American** - A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.
- **White** -A person having origins in any of the original peoples of Europe, the Middle East or North Africa.

3B	Student’s Guardian Phone Number
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Campus Path:	Search Household Household Information
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The screenshot shows a web interface for entering household information. At the top, there are four tabs: 'Household Info' (selected), 'Addresses', 'Members', and 'Fees'. Below the tabs is a yellow bar with 'Save' and 'Delete' icons. The main form area is titled 'Household Information' and contains the following fields:

- Name:** A single-line text input field.
- Phone Number:** A form with three input boxes: the first for the area code in parentheses, the second for the main number, and the third for the extension after an 'x'.
- Private:** A checkbox.
- Comments:** A large multi-line text area with scrollbars.

Phone: Enter the 3-digit area code and phone number - FORMAT ###-###-####. This is for the home phone number only. Cell phones are entered on the demographic screen.

Data Standard – Census (Teacher Information)

4	Census (Teacher Information)		
KDE Contact (Data Steward)	Cathy White	Updated	8/19/2013
Description	This standard reflects the information required to correctly enter a teacher into the Census data in the SIS.		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • LEAD Reporting (KRS 161.1221; 16 KAR 1:050) • www.epsb.ky.gov/certification/LEAD.asp 		
How is data used	<ul style="list-style-type: none"> • LEAD Reporting • HQ Reporting • Teacher of Record/PGES • Data Sharing between systems – CIITS & P20 		
Noted Changes for current year	None		
Available Ad-Hoc & Reports			
Available Training	LEAD Training provided by EPSB Infinite Campus https://community.infinitecampus.com/kb/display/DOC/Staff+History		
4A	New Staff		
Campus Path:	Census Staff Locator		
Staff Locator should always be used when adding a new staff member			

Staff Locator

Staff Search

Search for a staff already tracked in Campus using the fields provided, required fields are in red. Select a staff from the list or click on Create New Staff

SSN # * - -

Name	Staff State ID	Gender	Birth Date	%

If staffmember does not exist, **'Create new District Staff'**

New Person

Person Creation

Fill out the form to create a new Person in Campus. Click save to create the person, afterwards, they will appear in the list below.

Person Information

* Last Name	* First Name	Middle Name	Suffix
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
* Gender	Birth Date	Soc Sec Number	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	

Race/Ethnicity

Is the individual Hispanic/Latino?

Is the individual from one or more of the these races?
 (check all that apply)

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

State Race Ethnicity

Race/Ethnicity Determination

4B	Teacher Demographics
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Campus Path:	Census People Demographics
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Person Information

PersonID **3211**

*Last Name *First Name Middle Name Suffix

*Gender *Birth Date (Age: 17) Soc Sec Number

Race/Ethnicity (Edit)

State Race/Ethnicity: 6:White
 Federal Designation: 6:White
 Race(s): White
 Hispanic/Latino: N:No
 Race/Ethnicity Determination: 01:Parent Identified

Birth Country

Date Entered US Date Entered US School Birth Certificate

Original Entry in KY

Nickname

Comments

Person Identifiers

Local Student Number Generate Number

Student State ID

Local Staff Number

Staff State ID

Person GUID

Last Name: The last name given to a person as indicated on their birth certificate, social security card, passport or through a legal name change, such as adoption or marriage certificate

First Name: The first name given to a person as indicated on their birth certificate, social security card, passport or through a legal name change, such as adoption or marriage certificate

Middle Name: The middle name given to a teacher as indicated on their birth certificate, social security card, passport or through a legal name change, such as adoption or marriage certificate

Gender: Select the gender of the person, Male or Female

Birth Date: Enter the birth date of the person

Soc Sec Number: This field should contain the official number given by the Social Security Administration for this person (Required for staff linked to courses/sections)

Race/Ethnicity: Select the appropriate answer for the question, 'Is the individual Hispanic/Latino?' If

the answer is No, at least one of the following race codes must be selected:

- American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American - A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.
- White - A person having origins in any of the original peoples of Europe, the Middle East or North Africa.

Local Staff Number: This field should contain only numeric values. No letter values are permitted.

4C	Teacher Addresses
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Campus Path:	Census Add Addresses
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Address Information

P.O. Box	Number	Prefix	Street	Tag	Direction	Apt
<input type="checkbox"/>	<input type="text" value="1234"/>	<input type="text"/>	<input type="text" value="Anywhere"/>	<input type="text" value="Street"/>	<input type="text"/>	<input type="text"/>
City	State	Zip	County	Location Code		
<input type="text" value="Hometown"/>	<input type="text" value="KY"/>	<input type="text" value="41234"/>	<input type="text" value=""/>	<input type="text" value=""/>		
Latitude	Longitude	Tract	Block			
<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>			
Comments						
<div style="border: 1px solid #ccc; height: 30px;"></div>						
District						
<input type="text" value=""/>						

P.O. Box: Check if address is post office box. NO PUNCTUATION, USE UPPER AND LOWER CASE. View the guidelines for address standardization at <https://www.usps.com/welcome.htm>

Number: Physical number of residence or Post Office Box number

Prefix: Direction of address, if applicable (N, S, E, W, NE, SE, etc.)

Street: Name of street

Tag: Street Type (Ave, Dr, Ct, Ln, etc.)

Direction: If applicable (N, S, E, W, NE, SE, etc.)

Apt: Number of apartment

City: City of mailing address of student’s residence

State: State of mailing address of staff member’s residence.
Use the official USPS abbreviation (i.e., KY=Kentucky, TN=Tennessee)

Zip Code: Zip Code of mailing address of staff member’s residence - 5-digit code required;
4-digit extended zip code optional

4D District Assignment Tab

Campus Path: Census | People | District Assignments

The screenshot shows a web application interface for 'District Assignments'. At the top, there are tabs for 'District Assignments', 'School Choice', 'Credentials', and 'Overrides'. Below the tabs is a toolbar with 'Save', 'Delete', and 'New' buttons. The main form area is titled 'Employment Assignment Information' and contains the following fields:

- *School:** z(A) BOONE ELEMENTARY (dropdown)
- Department:** (dropdown)
- *Start Date:** 07/01/2007 (calendar)
- End Date:** (calendar)
- Title:** (dropdown)
- Type:** 04:Support (dropdown)
- FTE of Assignment:** (text input)
- Assignment Code:** (text input)
- Alternate Type:** (dropdown)
- Highly Qualified:** (dropdown)
- Reading First:** (dropdown)
- PD Year:** (dropdown)
- PD Class:** (dropdown)
- PD Class Type:** (dropdown)
- PD Class Offered By:** (dropdown)
- PD Class Credit:** (text input)
- PD Class Applied Hours:** (text input)
- Teacher:**
- Special Ed:**
- Program:**
- Behavior Admin:**
- Health:**
- Advisor:**
- Supervisor:**
- Counselor:**
- Foodservice:**
- Exclude Behavior Referral:**
- Self Service Approver:**
- Supervisors:** (dropdown)

Type: Select the appropriate employee Type as Teacher, Administrator, Counselor, Librarian or Speech Therapist. Choose Support or other for all classified staff.

Alternate Type: If you choose ‘Other’ from the Employee Type dropdown; this data element is activated to specify the Other Employee Type.

CIITS Roles and Permissions

<http://education.ky.gov/districts/tech/ciits/Pages/CIITS-Login-Support.aspx>

4E District Employment Tab

Campus Path:	Census People District Employment								
<div style="border: 1px solid #ccc; padding: 5px;"> <div style="background-color: #f0f0f0; padding: 2px;">District Employment</div> <div style="background-color: #e0e0e0; padding: 2px;">Employment Information</div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>*Start Date</p> <input type="text" value=""/> </td> <td style="width: 50%; vertical-align: top;"> <p>End Date</p> <input type="text" value=""/> </td> </tr> <tr> <td style="vertical-align: top;"> <p>Teaching Start Year</p> <input type="text" value=""/> </td> <td style="vertical-align: top;"> <p>Teaching Years Modifier</p> <input type="text" value=""/> </td> </tr> <tr> <td style="vertical-align: top;"> <p>License Number</p> <input type="text" value=""/> </td> <td style="vertical-align: top;"> <p>FTE Percent</p> <input type="text" value="0"/> </td> </tr> <tr> <td style="vertical-align: top;"> <p>Seniority</p> <input type="text" value=""/> </td> <td style="vertical-align: top;"> <p>Education</p> <input type="text" value=""/> </td> </tr> </table> </div>		<p>*Start Date</p> <input type="text" value=""/>	<p>End Date</p> <input type="text" value=""/>	<p>Teaching Start Year</p> <input type="text" value=""/>	<p>Teaching Years Modifier</p> <input type="text" value=""/>	<p>License Number</p> <input type="text" value=""/>	<p>FTE Percent</p> <input type="text" value="0"/>	<p>Seniority</p> <input type="text" value=""/>	<p>Education</p> <input type="text" value=""/>
<p>*Start Date</p> <input type="text" value=""/>	<p>End Date</p> <input type="text" value=""/>								
<p>Teaching Start Year</p> <input type="text" value=""/>	<p>Teaching Years Modifier</p> <input type="text" value=""/>								
<p>License Number</p> <input type="text" value=""/>	<p>FTE Percent</p> <input type="text" value="0"/>								
<p>Seniority</p> <input type="text" value=""/>	<p>Education</p> <input type="text" value=""/>								
<p>Start Date: All staff must have a valid start date.</p> <p>Note: Non district employees tied to course sections must also have a start date</p>									

4F	Credentials Tab												
Campus Path:	Census People Credentials												
<div style="border: 1px solid #ccc; padding: 5px;"> <div style="background-color: #f0f0f0; padding: 2px;">Licensure/Certification Employment Credential Information</div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>*Start Date</p> <input type="text" value="07/01/2010"/> </td> <td style="width: 50%; vertical-align: top;"> <p>End Date</p> <input type="text" value=""/> </td> </tr> <tr> <td colspan="2"> <p><input type="checkbox"/> Fully Certified</p> </td> </tr> <tr> <td colspan="2"> <p>LEP Credential</p> <input type="text" value=""/> </td> </tr> <tr> <td colspan="2"> <p>SPED Related Services Credential</p> <input type="text" value=""/> </td> </tr> <tr> <td colspan="2"> <p>License Number</p> <input type="text" value="199902875"/> </td> </tr> <tr> <td colspan="2"> <p>License / Certification Type</p> <input type="text" value=""/> </td> </tr> </table> </div>		<p>*Start Date</p> <input type="text" value="07/01/2010"/>	<p>End Date</p> <input type="text" value=""/>	<p><input type="checkbox"/> Fully Certified</p>		<p>LEP Credential</p> <input type="text" value=""/>		<p>SPED Related Services Credential</p> <input type="text" value=""/>		<p>License Number</p> <input type="text" value="199902875"/>		<p>License / Certification Type</p> <input type="text" value=""/>	
<p>*Start Date</p> <input type="text" value="07/01/2010"/>	<p>End Date</p> <input type="text" value=""/>												
<p><input type="checkbox"/> Fully Certified</p>													
<p>LEP Credential</p> <input type="text" value=""/>													
<p>SPED Related Services Credential</p> <input type="text" value=""/>													
<p>License Number</p> <input type="text" value="199902875"/>													
<p>License / Certification Type</p> <input type="text" value=""/>													
<p>License Number: All certified staff must have their EPSB ID Number in this field. HR personnel can find this number on the EPSB website in the secure Kentucky Educator Certification Inquiry lookup on www.epsb.ky.gov.</p>													

Data Standard – Course

6		Course Data Standard	
KDE Contact (Data Steward)	Robin Chandler	Updated	07/24/13
Description	This standard reflects the information required to correctly enter data for the Course tab for accurate LEAD reporting and Teacher of Record (TOR) linkage		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • LEAD Reporting (KRS 161.1221; 16 KAR 1:050) • www.epsb.ky.gov/certification/LEAD.asp • Uniform Academic Course Codes 704 KAR 3:540 • The Kentucky Uniform Academic Course Code list can be found at: http://education.ky.gov/curriculum/docs/pages/kentucky-uniform-academic-course-codes.aspx 		
How is data used	<ul style="list-style-type: none"> • Uniform Academic Course Code auditing • Local Educator Assignment Data (LEAD) Reporting • Highly Qualified Reporting • Teacher of Record/PGES • Data sharing between systems – CIITS & P20 Data Mart 		
Noted Changes for current year	Staff History Tab (added January 2012)		
Available Ad-Hoc & Reports	<p>In order for improve the data quality of course code linking, each year schools need to run this custom report to find out what courses are linked to invalid state course codes and which courses have not been linked to a state course code at all. This will allow schools to make sure courses are not linked to courses that no longer exist and that all courses are linked to a standard course code. Correcting these issues immediately will assist with the LEAD reporting as well as provide quality data to use when linking students to teachers.</p> <p><i>Path: KY State Reporting > KDE Reports> Missing or Invalid Course StateCodes</i></p>		
Available Training	<p>LEAD Training provided by EPSB Webinar provided by KDE/EPSB Staff on Course Codes Website Campus Community –Course Codes https://community.infinitecampus.com/kb/display/DOC/Course+Codes Scheduling training provided by Infinite Campus http://icu.infinitecampus.com/</p>		

6A	Course Master (If used by district)
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Campus Path:	Grading & Standards > Course Master
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Information entered in the Course Master will pre-populate the Course Tab

102 READING
Catalog: District Catalog

Course Master Info | **Grading Tasks** | **Standards**

Save | Delete | New

Course Master Detail

*Course Catalog: District Catalog

*Number: 102	*Name: READING	Active: <input checked="" type="checkbox"/>
State Code: 701010	Department: [Dropdown]	
GPA Weight: 0	Transcript: <input checked="" type="checkbox"/>	Activity: [Dropdown]
Type: [Dropdown]		
Difficulty Level: [Dropdown]		

Description

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

[Rich Text Editor with toolbar: Bold, Italic, Underline, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, Image, Table, Text Color, Background Color, Source]

Custom Data Elements

State Code: Enter appropriate state code. State course codes are six numerical digits and should not end with 00. When functionality for Course Codes is turned on, search functionality when looking for course information will pull from the Course Codes list and begins to populate as data is entered in the State Code field. Search functionality will continue to actively narrow results as more information is entered. Results will populate based on matches to State Edition course codes.

Use the following web link to find appropriate state code:
<http://education.ky.gov/curriculum/docs/pages/kentucky-uniform-academic-course-codes.aspx>

Please see standard 6C for additional information regarding the State Course Codes

GPA Weight: Percentage of course grade for Grade Point Average (GPA) calculation only

Type: Select if course is Virtual or Performance Based. (See additional data elements on the Grading Tasks section of this document)

- Virtual – select if course is an offsite Virtual Course, any students that pass this course, school will then become eligible for Average Daily Attendance (ADA) funding
- Performance - select if course is a Performance Based Course, any students that pass this course, school will then become eligible for ADA funding

Performance Based Credit may be awarded for satisfactory demonstration of learning based on content standards described in the program of studies, 704 KAR 3:303, regardless of the number of instructional hours in one (1) subject. The awarding of credit based on performance requires a rigorous performance standards policy, including performance descriptors and assessments that provide evidence of demonstrated knowledge and skills.

Difficulty Level: Select from the drop down menu if Advance Placement (AP) course or International Baccalaureate (IB) course

6B	Course Tab
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Campus Path:	Scheduling > Add Course
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Select course from course master

State Code: Prepopulated from Course Master:

Please see 6A Course Master

Max students: Set number of students allowed per section in Master Schedule

Terms: Enter number of terms the course is offered

Periods: Enter the number of periods per day the course is offered

GPA Weight: Percentage of course grade for Grade Point Average (GPA) calculation only (Prepopulated from Course Master)

Bonus Points: Check box if weight will be added to GPA
See additional data elements under Grading | Score Groups and Rubric

Type: Select if course is Virtual or Performance Based. (See additional data elements on the Grading Tasks section of this document) (Prepopulated from Course Master)

- Virtual – select if course is an offsite Virtual Course, any students that pass this course, school will then become eligible for Average Daily Attendance (ADA) funding
- Performance - select if course is a Performance Based Course, any students that pass this course, school will then become eligible for ADA funding

Performance Based Credit may be awarded for satisfactory demonstration of learning based on content standards described in the program of studies, 704 KAR 3:303, regardless of the number of instructional hours in one (1) subject. The awarding of credit based on performance requires a rigorous performance standards policy, including performance descriptors and assessments that provide evidence of demonstrated knowledge and skills.

Difficulty Level: Select from the drop down menu if AP course or IB course

Teaching Method: (The methods used for instruction) Choose from the drop down menu the appropriate teaching method for this course section

- 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)** (e.g., auto mechanic, golf instructor, Head Start provider).
- 03: JCPS Self Study – do not use.
- 10: Digital Learning Provider – virtual course that uses a digital platform **other than credit recovery** (e.g., JCPS eSchool, KET, BAVEL).
- 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**.
- 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 (e.g., PLATO, APEX, Odyssey, NOVEL/STARS).

- 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.

Instructional Setting: (The location where instruction takes place) Choose from the drop down menu the appropriate instructional setting for this course section

- 01: Onsite Classroom – course taught primarily in the school building.
- 02: Offsite Vocational – 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.

Attendance: Select if attendance is required to be taken in this course for ADA funding purposes (Do not select attendance if virtual or performance based)

6C	Section tab
Campus Path:	Scheduling > Add Course > Section

Section Number: Each section must have a distinct section number

Highly Qualified: If the teacher’s Highly Qualified status for this course has been determined, choose from the appropriate drop down option. Options are as follows:

- Highly Qualified
- Not Highly Qualified
- Not Applicable

Special Type: Indicate courses designated as one of the special type courses. 02: Alternative Classroom must be selected for any course received by a student placed in an alternative education program. All content courses offered at the alternative school must have a section with a Special Type of Alternative Classroom.

Population ID: Indicate the population from the drop down menu only if there are no students in the course.

Core Content: Only select a core content if state code 909999 has been indicated on the course tab. This should be blank in most cases

6D	Staff History Tab
Campus Path:	Scheduling > Add Course > Section > Staff History

106-1 HANDWRITING

Teacher: Easter, Nick

Section	Staff History	Roster	Attendance	Grading By Task	Grading By Student	Roster Setup	Roster Batch Edit
<input type="checkbox"/> New Primary Teacher <input type="checkbox"/> New Teacher <input type="checkbox"/> New Section Staff							
Staff History							
Name	Start Date	End Date	District Assignment				
Primary Teacher							
Easter, Nick							
Teacher							
Johnson, Candy							
Section Staff							
Godsey, Cindy							

Primary Teacher - Certified teacher who has been assigned the lead responsibility for the student’s learning in a subject/course

Teacher/Section Staff – An individual who has been assigned the responsibility to provide additional services that support and increase a student’s learning.

Note:

Individuals added as Teacher have access to the Primary Teacher’s grade book and attendance roster. Individuals added as Section Staff **do not have** access.

Start date may be left blank if the individual is serving as staff from the start of the course term.

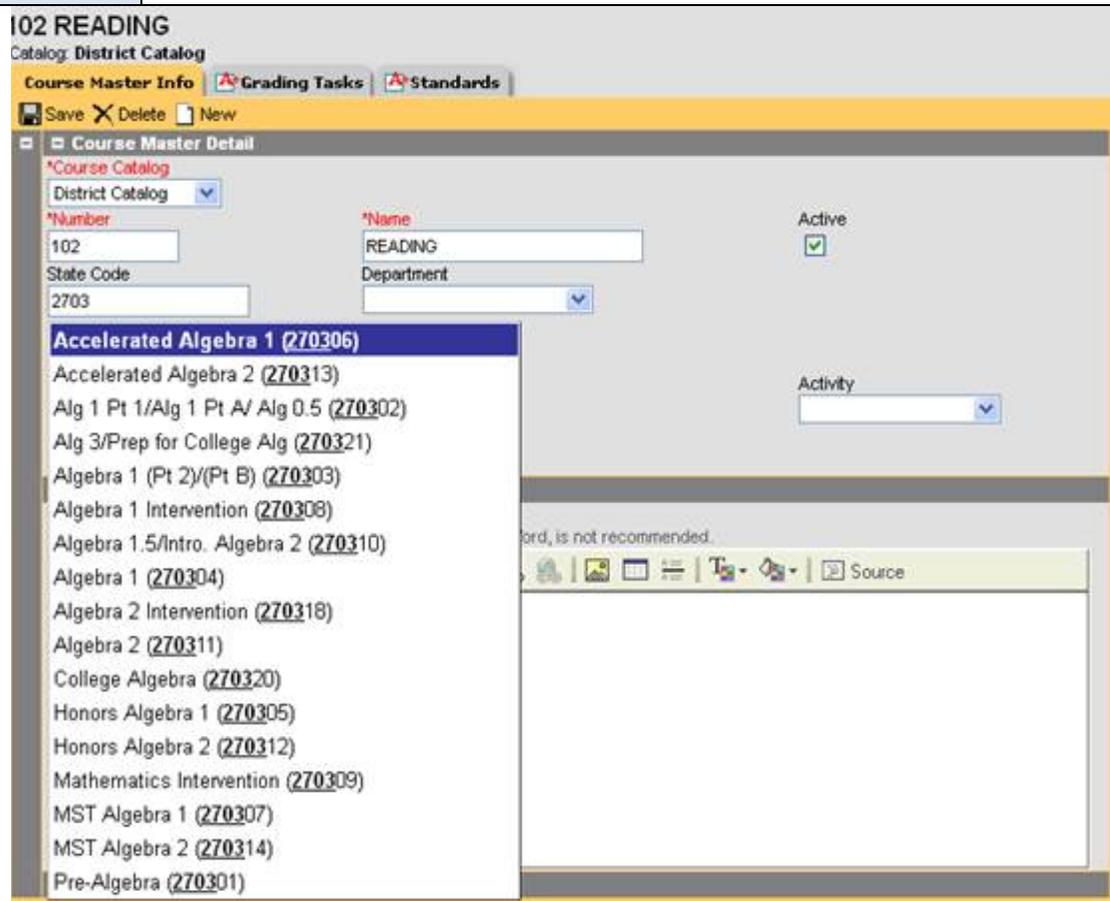
See: [Teacher of Record Data Standard](#)

Data Standard – Course Codes

5	Course Codes		
KDE Contact (Data Steward)	Robin Chandler	Updated	08/14/13
Description	<p>The Kentucky Uniform Academic Course Code List contains a listing of course descriptions and parameters along with certifications that fit the parameters for a given course. Please note that the table of contents and the bookmarks in each PDF document are clickable for ease of navigation. The content listed for a course cannot be changed; however, the grade range and population information listed for each course are not absolute and can vary slightly depending on the needs of the school. District should choose the course that most closely represents the students in a given course. <i>The description and content of a course are the determining factors in what should be selected.</i></p>		
Data Standard Reg sites, data use, etc.	The linking of course codes is required by 704 KAR 3:540 .		
How is data used	<p>The course codes are used for:</p> <ul style="list-style-type: none"> • LEAD (certification) • Teacher of Record • Data Mining/Research • Office of Education Accountability and Legislative Research Commission research data requests • KEES • Shared with other data systems: CIITS, P20, Assessment 		
Noted Changes for current year	The changes in the course code list can be found at http://education.ky.gov/curriculum/docs/pages/kentucky-uniform-academic-course-codes.aspx		
Available Ad-Hoc & Reports	<p><i>Path: KY State Reporting > KDE Reports> Missing or Invalid Course State Codes</i> <i>AP Difficulty No AP Course Code</i> <i>AP Course Code No Difficulty Level</i></p>		
Available Training	<p>Beginning of Year Training and resources at http://education.ky.gov/curriculum/docs/pages/kentucky-uniform-academic-course-codes.aspx Campus Community Course Codes Overview https://community.infinitecampus.com/kb/display/DOC/Course+Codes AP Courses http://education.ky.gov/educational/AL/ap/Pages/APadmin.aspx</p>		

5A	Course Codes
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Campus Path:	
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State Code: Enter appropriate state code. State course codes are six numerical digits and should not end with 00. Use the following web link to find appropriate state code:

<http://education.ky.gov/curriculum/docs/pages/kentucky-uniform-academic-course-codes.aspx>

Only valid numbers may be entered.

School/District staff can search for the correct state code by entering either the name or the code number into the state code box. Matches will populate in the drop down list; choices will narrow as additional information is entered.

270311 - Algebra 2

Grade Level: 9 - 12

Credits: 1

Description: This course is designed so the students develop the relevant skills and concepts from the Kentucky Core Academic Standards beyond Algebra 1 and then builds on those skills and concepts in a rigorous manner. For the class of 2012 and the classes that follow, Algebra 2 is a graduation

requirement.

NOTE: This course may be titled Applied Algebra 2, Technical Algebra 2 or Interdisciplinary Algebra 2. The content of the course is Algebra II.

Students may be required to take the QualityCore Algebra 2 End of Course Exam upon completion of this course. <http://education.ky.gov/curriculum/docs/Documents/State%20Course%20List%20-%20Mathematics%20-%20w-out%20certifications%20v%20201.pdf>

Content: Algebra II

Population: General

Description and content from the state course code list should be the deciding factors when selecting a course NOT the course name.

Courses that will trigger End Of Course Assessments are indicated in Red in the description on the state course code list.

Data Standard – Early Learning Prior Settings

20	Early Learning Prior Settings		
KDE Contact (Data Steward)	Katie Williams	Updated	07/5/2013
Description	Kindergarten Prior Settings The Early Learning Prior Setting tab is required for all students receiving the common kindergarten screen, who are a grade 00		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • Common Kindergarten Screen regulation 704 KAR 5:070 • Common Kindergarten Screen Resources: <ul style="list-style-type: none"> ○ Kentucky Department of Education : Common Kindergarten Entry Screener ○ http://www.curriculumassociates.com/products/Brig-EC-training-KY.aspx 		
How is data used	<ul style="list-style-type: none"> • Data is used to support school readiness in early childhood setting sand school districts • State reporting (704 KAR 0:070) • Data Sharing between systems: CIITS & P20 		
Noted Changes for current year	None – this is new for the 2013-14 school year		
Available Ad-Hoc & Reports	None at this time		
Available Training	Entering Prior Setting Data: http://education.ky.gov/curriculum/prim/Documents/2013 BOY KG Training 13_BJ.ppt A webinar: http://education.ky.gov/curriculum/prim/Pages/Common-Kindergarten-Entry-Screener.aspx		

20A	Entering a Prior Setting Record
Campus Path:	Path: Student General Early Learning Prior Setting

Early Learning/Prior Settings Detail:

Type: This is the type of setting a student was in 12 months prior to entering kindergarten. The Name and Address are only required if you select Type: 01, 03 or 05.

Name: This is the Name of the Child Care Center that the student attended 12 months prior to entering kindergarten.

Address: This is the address of the early learning facility. The address will populate, once the name has been selected.

License: The license number will populate, once the name has been selected. The license number for child care is the license number or certified number provided by Division of Regulated Child Care. The license number for state funded preschool is the state issued district/school code.

Start Date: Enter the date the child started receiving services at the early learning facility. This date is provided by the parent.

End Date: If applicable, please enter the date the child last received services from the early learning facility.

Comments: This field is for the district/school to make any comments.

****Please note districts are required to collect early learning prior settings on students for the 12 months prior to entering kindergarten. This process is to be completed with each early learning facility which the family has provided to the school. A child may have attended multiple early learning facilities.**

Data Standard – Enrollment

7	Student Enrollment		
KDE Contact (Data Steward)	Cheri Meadows	Updated	7/11/13
Description	As new students are enrolled in the school, the process referenced below should be followed to ensure students are enrolled correctly and duplicate student records are not created. All districts should be using the Student Locator to enroll students.		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • <u>Student identification</u> - identifying students and being able to track students as they transfer from one district or another is important for tracking a student’s progress. • <u>Student Records Transfer</u> - the student locator function allows Kentucky districts to transfer education records with the students. This helps a teacher see the student’s background to better meet the student’s educational needs. KDE strongly recommends that districts import enrollment history on transferred students. Enrollment history is necessary to verify school entry information on the Demographics tab, 9th grade entry on the Graduation tab, number of days enrolled in a KY school for KEES and number of days enrolled for school accountability. • <u>Prevents Duplicate Students</u> – failure to link prior education records to new enrollment creates duplicate students in Infinite Campus. Fixing these duplicates is much more difficult than setting the student up correctly initially; there can also be costs associated with the clean-up. • KRS 159.170, 702 KAR 7:125, 704 KAR 7:090, OAG 82-44 		
How is data used	<ul style="list-style-type: none"> • Federal Reporting • State Reporting • Data Sharing between systems – CIITS, P20 Data Mart • School District Funding 		
Noted Changes for current year	None		
Available Ad-Hoc & Reports	Path: Student Information > Reports > State Enrollment Verification Report Path: Student Information > Reports > State Enrollment Overlap Report Path: KY State Reporting>Edit Reports>Missing Enrollment End Status Report.		
Available Training	Additional enrollment documentation at available Infinite Campus Community		

7A Enrolling a Student

Campus Path: Student Information | Student Locator

Step 1: Look up student in Student locator tool → Enter identification information and select

“Search”

If student is not found, ‘Create a New Student’

Create New Student

Add student information – field definitions below

Last Name: The last name given to a student at birth or legal court documents, as indicated on their birth

certificate, social security card or passport or through a legal name change; such as, adoption or marriage certificate. If student has dual last names, whether hyphenated or not, both last names should be entered in this field. **NO PUNCTUATION including hyphens/dashes or apostrophes should be used even if it appears on the birth certificate or other legal documentation.** **BEST PRACTICE:** When a student's last name contains the last name of both parents, questions arise over the order of entering the last names. Based on common practice, KDE suggests listing the father's last name first and the mother's maiden name as the second last name. When enrolling students with dual last names, district personnel may need to search the student locator on both last names separately or in combination to locate the correct student. When reviewing the results of the search, the user can hover over the names to see the district where the student was last enrolled to help identify the correct student.

First Name: The first name given to a student as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate. The first name should contain the proper first name of the student, including dual first names such as Anna Maria. Please do not use nicknames here. **NO PUNCTUATION including hyphens/dashes or apostrophes should be used even if it appears on the birth certificate or other legal documentation.**

Middle Name: The middle name given to a student as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate. If a student does not have a middle name, it should be left blank. If only the middle initial is given, do not put punctuation at the end of the letter. If a female student is married, it is acceptable to put the maiden name in the middle name field. If a student has more than one middle name, please place both names in the middle name field. **NO PUNCTUATION; including hyphens/dashes or apostrophes should be used even if it appears on the birth certificate or other legal documentation.** *Note: Even though this field is not required within Campus, it is important to include the middle name if available since it is used for properly identifying and matching students, e.g. John James Smith vs. John Paul Smith.*

Suffix: An appendage, if any, used to denote a student's generation in his family. (e.g., Jr, Sr, III). **The suffix should not contain any punctuation.**

Gender: Select student's gender from drop down menu - Male or Female

Birth Date: Enter month, day, year (##/##/##) on which the student was born. *Note: In other countries, the common format is DD/MM/YYYY so please ensure the birthdate is entered correctly when enrolling a student.*

Social Security Number: This field should contain the official number given by the Social Security Administration. If a student or parent refuses to give the information, it should be left blank. DO NOT place the student number in the SSN field. The field should only contain the SSN as assigned. **Required for KEES report of students in grades 8-12. KDE recommends completing this field for all students when information is available as this data is used for matching students for various state and federal reporting purposes.**

Race/Ethnicity: Select the appropriate answer for the ethnicity question, **'Is the individual Hispanic/Latino?'** Hispanic or Latino means a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino." After selecting the appropriate answer to the Hispanic question, at least one of the following race codes must also be selected:

- **American Indian or Alaska Native** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American** - A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.
- **White** - A person having origins in any of the original peoples of Europe, the Middle East or North Africa.

Race/Ethnicity Determination: Select the appropriate Race/Ethnicity Determination option from the dropdown list, if applicable. The option selected identifies how the individual's race/ethnicity was determined. The options are listed below:

- 01 - Parent Identified
- 02 - Self Identified
- 03 - Observer Determined
- 04 – Unknown

Birth Country: Select country in which student was born from drop down menu; system default is United States

Date Entered US School: Enter month, day, year (##/##/##) the student **first entered a K-12 program in a school in the United States**. A student who has been attending one or more schools in any one or more States for more than three full academic years is no longer classified 'immigrant'. The U.S. Department of Education defines state as one of the 50 states, Puerto Rico and the District of Columbia.

Original KY School Entry: Month, day, year (##/##/##) of an individual's initial entry into a Kentucky public school - If a student enrolls in Kentucky as an entry-level student, withdraws to non-Kentucky school and returns several years later, the original entry date would NOT change. **(Initial Entry Only)**

Home Language: To be identified as LEP the 'Home Language' field must be selected as a language other than English. Choose from an alphabetical list of world languages. Selection of 1630: OTHER will result in a warning and the student will be included on the LEP extract. Home language is defined as the language most frequently spoken at home. This information is obtained through question 1 on the [Home Language Survey](http://education.ky.gov/specialed/el/pages/english-learners-and-immigrant-resources.aspx) available at <http://education.ky.gov/specialed/el/pages/english-learners-and-immigrant-resources.aspx>. **In the case of a foreign-born student living in an English speaking home of his/her adopted family, choose the student's native language.** If a student's Home Language is Native American, select Native American from the home language drop down menu. Then select the specific Native American Home Language from the drop down menu.

Native American Home Language: This field should only be populated when the Home Primary Language selected is Native American. Then choose from an alphabetical list of Native American languages. If the language is not on this list, choose *OTHER*.

7B	Enrollment Detail																				
Campus Path:	Student General Enrollment Tab New enrollment																				
<div style="border: 1px solid #ccc; padding: 5px;"> <div style="background-color: #f0f0f0; padding: 2px; border-bottom: 1px solid #ccc;">Enrollment Detail</div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border-bottom: 1px solid #ccc;">*Calendar <input style="width: 90%;" type="text"/></td> <td style="width: 25%; border-bottom: 1px solid #ccc;">*Schedule <input style="width: 90%;" type="text"/></td> <td style="width: 25%; border-bottom: 1px solid #ccc;">*Grade <input style="width: 90%;" type="text"/></td> <td style="width: 25%; border-bottom: 1px solid #ccc;">Class Rank Exclude <input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid #ccc;">*Start Date <input style="width: 90%;" type="text"/> <input type="checkbox"/> No Show</td> <td style="border-bottom: 1px solid #ccc;">End Date <input style="width: 90%;" type="text"/></td> <td style="border-bottom: 1px solid #ccc;">End Action <input style="width: 90%;" type="text"/></td> <td style="border-bottom: 1px solid #ccc;">*Service Type <input style="width: 90%;" type="text"/></td> </tr> <tr> <td style="border-bottom: 1px solid #ccc;">*Start Status <input style="width: 90%;" type="text"/></td> <td colspan="3" style="border-bottom: 1px solid #ccc;">End Status <input style="width: 90%;" type="text"/></td> </tr> <tr> <td style="border-bottom: 1px solid #ccc;">Start Comments <input style="width: 90%;" type="text"/></td> <td colspan="3" style="border-bottom: 1px solid #ccc;">Dropout Reasons <input style="width: 90%;" type="text"/></td> </tr> <tr> <td style="border-bottom: 1px solid #ccc;">End Comments <input style="width: 90%;" type="text"/></td> <td colspan="3" style="border-bottom: 1px solid #ccc;"></td> </tr> </table> </div>		*Calendar <input style="width: 90%;" type="text"/>	*Schedule <input style="width: 90%;" type="text"/>	*Grade <input style="width: 90%;" type="text"/>	Class Rank Exclude <input type="checkbox"/>	*Start Date <input style="width: 90%;" type="text"/> <input type="checkbox"/> No Show	End Date <input style="width: 90%;" type="text"/>	End Action <input style="width: 90%;" type="text"/>	*Service Type <input style="width: 90%;" type="text"/>	*Start Status <input style="width: 90%;" type="text"/>	End Status <input style="width: 90%;" type="text"/>			Start Comments <input style="width: 90%;" type="text"/>	Dropout Reasons <input style="width: 90%;" type="text"/>			End Comments <input style="width: 90%;" type="text"/>			
*Calendar <input style="width: 90%;" type="text"/>	*Schedule <input style="width: 90%;" type="text"/>	*Grade <input style="width: 90%;" type="text"/>	Class Rank Exclude <input type="checkbox"/>																		
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Start Comments <input style="width: 90%;" type="text"/>	Dropout Reasons <input style="width: 90%;" type="text"/>																				
End Comments <input style="width: 90%;" type="text"/>																					
<p>Calendar: Select the name of the school calendar into which the student is enrolled</p> <p>Schedule: Select the appropriate schedule structure of the calendar for student’s enrollment</p> <p>Grade: Use drop down menu to select grade level of student, 95-infants, 96-1 year olds, 97 – 2 year olds, 98 – 3 year olds; 99 – 4 year olds; 00 – Kindergarten, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12 and 14 AGE REQUIREMENTS: Age requirements for grades 96-01 must be followed unless student has an underage waiver.</p> <ul style="list-style-type: none"> Grade 96 – must turn 1 year of age on or before October 1st Grade 97 – must turn 2 years of age on or before October 1st Grade 98 - must turn 3 years of age on or before October 1st Grade 99 - must turn 4 years of age on or before October 1st Grade 00 - must turn 5 years of age on or before October 1st Grade 01 - must turn 6 years of age on or before October 1st <p>NOTE: <i>Grade 14 may only be selected for Special Education Students participating in Alternate Assessment, as determined by the student’s Admissions and Release Committee and documented on his or her IEP. This student must turn 17 years of age on or before October 1st of current school year and must have progressed through a grade 12 assessments.</i></p> <p>Start Date: Enter the date in which enrollment began</p> <p>End Date: Enter ending date of student’s selected enrollment. End date should be last day of attendance in the district. Data quality issue that affects reporting and data extractions completed on behalf of school districts. KDE strongly recommends that districts generate the edit report that will identify most of the enrollments missing an end status.</p> <p>No Show: Indicates the student did not attend school during current school year. Marks inactive; student attendance and student are removed from class rosters. Schedule can be restored if student re-enrolls.</p> <p>Start Status:</p>																					

Select appropriate entry or re-entry code (State defined codes)

- **E01** - A pupil enrolled for the first time during the current year in either a public or nonpublic school in the United States;
- **E02** - A pupil previously enrolled during the current school year in either a public or nonpublic school in another state who has not previously enrolled in Kentucky during the current school year;
- **E03** - A pupil enrolling for the first time during the current school year in either a public or nonpublic school, who withdrew as a W06, W07, W13, W16 or W18 during the 2004-2005 school year or as a W24 or W25 for previous school years;
- **R01** - A pupil received from another grade in the same school;
- **R02** - A pupil received from another public school in the same public school district;
- **R06** - A pupil reentering the school after dropping out, discharge or expulsion from a school district in Kentucky during the current school year, who has not entered any other school during the intervening period;
- **R20** - A pupil previously enrolled in a home school in Kentucky during the current school year;
- **R21** - A pupil previously enrolled in any public or nonpublic school (excluding home schools) in Kentucky during the current school year;
- **NS** - a pupil who completed the prior year with a C01 and was expected to enroll in the district but did not enroll by October 1 of the current year whose enrollment elsewhere cannot be substantiated. An appropriate end status should be selected on the no-show enrollment to identify what is known about the student; i.e. W22 if the student has enrolled in another district, W20 if enrolled in homeschool, etc.

End Action: Select if promoting, retaining or demoting a student to next or previous or the same grade level for the next school year. This can be left blank if the student is being promoted. If the student is being retained, the Retained status should be selected at the end of the school year.

End Status: Select appropriate withdrawal code (State defined codes)

- **W01** - A pupil transferred to another grade in the same school. The reentry code to use with W01 shall be R01;
- **W02** - A pupil transferred to another public school in the same public school district. The reentry code to use with W02 shall be R02;
- **W07** - A pupil withdrawn due to those communicable medical conditions that pose a threat in school environments listed in 902 KAR 2:020, Section 1(1), accompanied by a doctor's statement certifying the condition, or any other health-related condition for which the student is too ill to participate in regular school attendance or local homebound instructional services, or if the student has obtained a doctor's statement certifying the condition. The reentry code to use with W07 shall be R06;
- **W08** - A pupil withdrawn due to death;
- **W12** - A pupil under the jurisdiction of the court. For purposes of the W12 code, a pupil may be considered under the jurisdiction of the court on the day the petition is filed with the court. The reentry code to use with W12 shall be R06. For accountability purposes, a W12 shall be considered a dropout if the district cannot substantiate enrollment in the proper educational setting as designated by the court;
- **W17** - An entry level student in the primary program, withdrawn during the first two (2) months

enrolled due to immaturity or mutual agreement by the parent, guardian or other custodian and the school in accordance with 704 KAR 5:060;

- **W20** - A pupil transferred to a home school. The reentry code to use with W20 shall be R20;
- **W21** - A pupil transferred to a nonpublic school (excluding home school). The reentry code to use with W21 shall be R21;
- **W22** - A pupil who has transferred to another public school district and for whom a request for student records has been received or enrollment has been substantiated, or a pupil who is known to have moved out of the United States;
- **W23** - A pupil withdrawn for a second or subsequent time who initially withdrew as a W24 or W25 during the current school year;
- **W24** - A pupil who has moved out of this public school district for whom enrollment elsewhere has not been substantiated;
- **W25** - A pupil who is at least sixteen (16) years of age and has dropped out of public school;
- **W26** - A pupil who has withdrawn from school after completing a secondary GED program and receiving a GED certificate;
- **W27** - a pupil who has withdrawn from school and subsequently received a GED;
- **W28** - a pupil who has reached the maximum age for education services without receiving a diploma or certificate of attainment;
- **C01** - a pupil who completes the school year in the school of the most current enrollment;
- **G01** - a pupil who graduates in less than four (4) years;
- **G02** - a pupil who graduates in four (4) years;
- **G03** - a pupil who graduates in five (5) years;
- **G04** - a pupil who graduates in six (6) or more years

Dropout Reasons: Required if W23 or W25 withdrawal code (Dropout – age 16 or older) selected as end status

Service Type: Indicates the type of enrollment and the intended service the student receives. The system defaults to P-Primary. For partial day students, the school of accountability should select P: Primary and the second school should choose S: Partial. Students who attend school less than a full day due to the requirements of the student's IEP or who attend just for special education services should choose N: Special Education Services.

7C	State Reporting Fields
Campus Path:	Student Information General Enrollment Tab State Reporting Fields
<div style="border: 1px solid #ccc; padding: 5px;"> <div style="background-color: #d3d3d3; padding: 2px;"> ▣ State Reporting Fields </div> <div style="padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>State Exclude</p> <input type="checkbox"/> </div> <div style="width: 45%;"> <p>Perkins Only</p> <input type="checkbox"/> </div> </div> <p>Migrant</p> <div style="border: 1px solid #ccc; width: 100%; height: 20px; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Immigrant <input type="checkbox"/> Out Of State <input type="checkbox"/> Program 504 <input type="checkbox"/> Homeless <input type="checkbox"/> Foreign Exchange </div> <div style="width: 45%;"> <input type="checkbox"/> Refugee <input type="checkbox"/> Extra Year in Primary School Choice </div> </div> <p style="text-align: center;">Living Status</p> <div style="border: 1px solid #ccc; width: 100%; height: 20px; margin-bottom: 5px;"></div> <p>Dropout Questionnaire</p> <div style="border: 1px solid #ccc; width: 100%; height: 20px; margin-bottom: 5px;"></div> <p>Resident District</p> <div style="border: 1px solid #ccc; width: 100%; height: 20px; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>School of Accountability</p> <div style="border: 1px solid #ccc; width: 100%; height: 20px; margin-bottom: 5px;"></div> </div> <div style="width: 45%;"> <p>District of Accountability</p> <div style="border: 1px solid #ccc; width: 100%; height: 20px; margin-bottom: 5px;"></div> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 45%;"> <p>KEES Override</p> <div style="border: 1px solid #ccc; width: 100%; height: 20px; margin-bottom: 5px;"></div> </div> <div style="width: 45%;"> <input type="checkbox"/> Underage Waiver </div> </div> </div> </div>	
<p>State Exclude: Check this box if student’s attendance should not be calculated for ADA reporting purposes. The student’s enrollment record will be flagged in red. Student’s attendance will show as .00 on all attendance reports unless the selection is made to exclude these flagged students. These students may be included on other non-attendance related reports and the student’s data will still be synched to the state edition.</p> <p>Perkins Only: This checkbox should only be marked on a student’s enrollment record in a technical school that receives Perkins funding for the student rather than funding based on the student’s attendance. The Perkins Only indication will exclude the student from Growth Factor and SAAR.</p> <p>Migrant: Migrant student is defined as an individual who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work –</p> <ol style="list-style-type: none"> a) Has moved from one school district to another. b) Is in a State that is comprised of a single school district, has moved from one administrative area to another within such district. c) Resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. <p>NOTE: A migrant student may or may not be an immigrant, and may or may not be a refugee. KEY FEATURES: nature of parent’s work and mobility across school districts</p> <p>Economic Indicator: This field has been hidden from view, but the information will still be available when</p>	

generating reports of prior year's data. Information on free/reduced lunch status is now recorded in the FRAM module. See the FRAM section of this document for details on required data elements.

Immigrant: Under Title III NCLB, Immigrant student is defined as an individual who:

- a) Is age 3 -21
- b) Was not born in any State (of the United States of America) NOTE: The USDOE defines state as one of the 50 states, Puerto Rico and the District of Columbia. Adopted children from other countries and children born on military bases are included in this definition.
- c) Has not been attending one or more schools in any one or more States for more than 3 full academic years.

NOTE: An Immigrant student may or may not be an LEP student. An immigrant may or may not be a migrant and may or may not be a refugee.

See separate data standards document for additional information regarding immigrant data.

Refugee: Refugee is defined as a person outside of his or her country of nationality who is unable or unwilling to return because of persecution or a well-founded fear of persecution on account of race, religion, nationality, or membership in a particular social group, or political opinion. Refugee families may also have fled from war or natural disaster.

NOTE: A refugee student may or may not be an immigrant or may or may not be a migrant.

KEY FEATURE: reason for immigration to the United States

Out of State: Checkbox to indicate a student that resides in another state; leave Resident District blank.

NOTE: Student must be placed in the NCO – Non-Contract Out of State Attendance Group

Extra Year in Primary: The primary program is a prerequisite for entrance into the fourth grade. If it is determined that a primary student is not prepared for entrance into the fourth grade, an additional year in primary may be offered to the student. The local school district must determine if the student has met the requirements for promotion to fourth grade. Example: According to student records maintained by the school, student A has not met the necessary requirements to complete the primary program. The school will be offering a fifth year in primary to the student to fully prepare the student for fourth grade. The student should be marked as Retained on their previous year enrollment and marked with the Extra Year in Primary indicator on the current year enrollment.

504 Program: Select checkbox if student with disability meets the conditions under section 504 of the Rehabilitation Act. This does not include children with disabilities who have an IEP.

School Choice: Kentucky has received a waiver from the USDOE from this requirement. School Choice is not an option for the 2013-14 school year.

Homeless: The Homeless box must be checked if student is reported to be a homeless child/youth. The term "homeless children and youths" is defined as: *"Individuals who lack a fixed, regular, and adequate nighttime residence. Which includes children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters, are abandoned in hospitals or are awaiting foster care placement; children and youths who have a primary night-time residence that is a public or private place not designed for or ordinarily used*

as a regular sleeping accommodation for human beings (within the meaning of section 103 (a)(2)(C); children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). The term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian." **If a student is marked homeless at any point during the school year, the homeless checkbox must remain checked through the remainder of the school year, regardless of whether or not his/her status changes.**

NOTE: Access to this field should only be given to the appropriate staff, consider CONFIDENTIAL.

Living Status: Upon selection of Homeless indicator this menu will be activated, enter student's temporary living status:

- Emergency Runaway Shelter
- Friends or Relatives
- Motels/Hotels
- Public/Private Nighttime Shelter
- Special Care Facilities
- Spouse Abuse Center
- Temporarily Placed by CFC due to Neglect or Abuse
- Unaccompanied youth – not in the custody of a parent or guardian
- Uninhabitable Places (Example: Buses, Cars, Old Buildings, Campgrounds, etc.)

NOTE: This is a required field if Homeless indicator selected.

See separate data standards document for additional information regarding homeless data.

Foreign Exchange: Required to be checked if student is part of the Foreign Exchange Program

NOTE: *LEP students cannot be marked as Foreign Exchange students. Foreign Exchange students cannot be marked LEP and are not eligible for LEP services.*

Dropout Questionnaire Date: The date on which the dropout questionnaire was completed. The questionnaire is required if W25 withdrawal code is selected as end status. A copy of the questionnaire should be kept on file in the central office.

Resident District: Select from drop-down menu the student's district of residence (where the student lives) for contract and no contract students.

School of Accountability: Select from drop down menu the school accountable for Nonacademic data if other than the school where the student is enrolled. . If not entered for student enrolled in a non-A1 facility, the nonacademic data for that student will be tracked back to the school of enrollment.

District of Accountability: Select from drop down menu the district accountable for Nonacademic data if other than the district where the student is enrolled. If not entered for student enrolled in a non-A1 facility, the nonacademic data for that student will be tracked back to the district of enrollment.

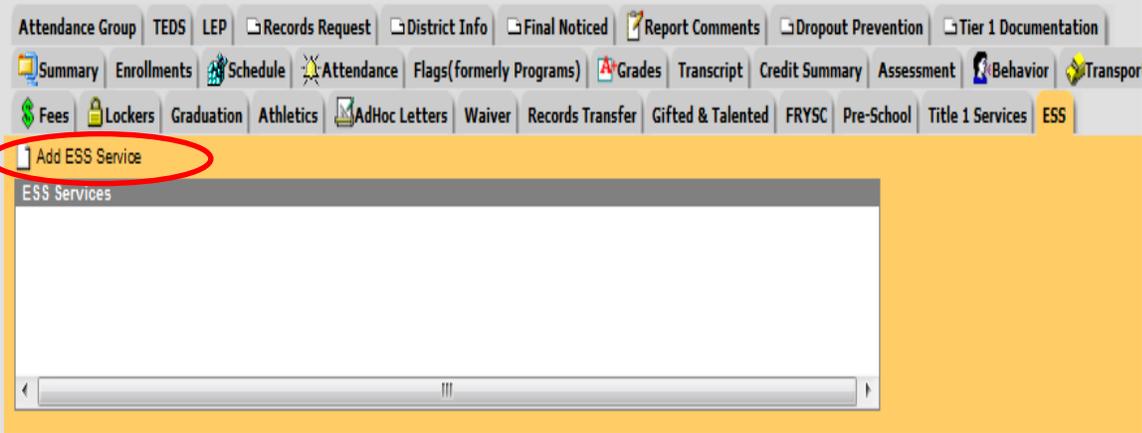
KEES Override: This field should be marked with a 'Yes' or 'No' when a student has special circumstances that override the established criteria for KEES eligibility. For example, a student who is a convicted felon

should be marked 'No' even though they would otherwise be KEES eligible. A student considered KEES ineligible because they had been enrolled in a district less than 140 days should be marked 'Yes' if they have been enrolled in public schools in the state of Kentucky for at least 140 days and have a Yearly KEES GPA or 2.5 or above.

Underage Waiver: The underage waiver checkbox may be used for a student previously enrolled in a public school in a state that allows enrollment at an age younger than Kentucky, and their aggregate days attendance will **not** be adjusted from ADA. The checkbox may also be used for students who are 5 but not more than 6 years old as of October 1 who are accelerated in Grade 1 through the regulatory process, including KDE approval of the acceleration prior to use of the checkbox.

Note: Special Education Fields are covered in a separate data standards document.

Data Standard – Extended School Services (ESS)

8	Extended School Services (ESS)		
KDE Contact (Data Steward)	Amy Patterson or April Pieper	Updated	7/24/13
Description	The Extended School Services (ESS) program is a proactive program designed to assist individual students who are having difficulty in one or more content areas. ESS funds are allocated to every district for the purpose of operating a program for students having short- or long-term academic difficulties. As schools implement their Extended School Services (ESS) programs, the process below should be used to enter students for ESS services and track their service hours.		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • 704 KAR 3:390 (ESS Regulation) • KRS 158.070 (ESS Statute) • Click HERE to download the ESS Administrative Regulation PowerPoint. 		
How is data used	<ul style="list-style-type: none"> • Annual reporting • School district funding 		
Noted Changes for current year	None		
Available Ad-Hoc & Reports	<ul style="list-style-type: none"> • KDE ESS Active Student List • KDE ESS WD Student List • KDE ESS No Service Hours Student List 		
Available Training	<ul style="list-style-type: none"> • Campus Community: Extended School Services Report (Kentucky) 		
8A	Enrolling a student for ESS Services		
Campus Path:	Path: Student Information General ESS tab		
<p>Click Add ESS Service</p>  <p>The screenshot shows a software interface with a top navigation bar containing various menu items such as 'Attendance Group', 'TEDS', 'LEP', 'Records Request', 'District Info', 'Final Noticed', 'Report Comments', 'Dropout Prevention', and 'Tier 1 Documentation'. Below this is a secondary bar with icons for 'Summary', 'Enrollments', 'Schedule', 'Attendance', 'Flags (formerly Programs)', 'Grades', 'Transcript', 'Credit Summary', 'Assessment', 'Behavior', and 'Transportation'. A third bar contains 'Fees', 'Lockers', 'Graduation', 'Athletics', 'AdHoc Letters', 'Waiver', 'Records Transfer', 'Gifted & Talented', 'FRYSC', 'Pre-School', 'Title 1 Services', and 'ESS'. The 'ESS' tab is highlighted in yellow. Below the navigation bars, a window titled 'ESS Services' is open, and the 'Add ESS Service' button is circled in red.</p>			

ESS			
*Enrollment			
Grade: 5 CalendarName: 07-08 JESSE D. LAY ELEM StartDate: 08/08/2007 EndDate: 05/29/2008			
*Start Date		End Date	
10/01/2007		04/18/2008	
ESS Summer School <input type="checkbox"/>	ESS Transported <input type="checkbox"/>	ESS Service Results 03: Sustained	*Total Hours Served 5
ESS Assessment Measures:			
<input type="checkbox"/> Standardized/Formal	<input checked="" type="checkbox"/> Teacher made/Informal	<input checked="" type="checkbox"/> Formal Analysis of Student Work	<input type="checkbox"/> Student Grades
ESS Providers:			
<input checked="" type="checkbox"/> ESS Teacher	<input type="checkbox"/> Instructional Assistant	<input type="checkbox"/> Peer Tutor	<input type="checkbox"/> Student's Regular Teacher
Learning Goals:		Service Models	
<input type="checkbox"/> Arts and Humanities	<input type="checkbox"/> Before School	<input type="checkbox"/> Interession	<input type="checkbox"/> Saturday
	<input type="checkbox"/> After School	<input type="checkbox"/> Daytime Waiver	
<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Before School	<input type="checkbox"/> Interession	<input type="checkbox"/> Saturday
	<input type="checkbox"/> After School	<input type="checkbox"/> Daytime Waiver	
<input type="checkbox"/> Practical Living	<input type="checkbox"/> Before School	<input type="checkbox"/> Interession	<input type="checkbox"/> Saturday
	<input type="checkbox"/> After School	<input type="checkbox"/> Daytime Waiver	
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Before School	<input type="checkbox"/> Interession	<input type="checkbox"/> Saturday
	<input type="checkbox"/> After School	<input type="checkbox"/> Daytime Waiver	
<input type="checkbox"/> Science	<input type="checkbox"/> Before School	<input type="checkbox"/> Interession	<input type="checkbox"/> Saturday
	<input type="checkbox"/> After School	<input type="checkbox"/> Daytime Waiver	
<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Before School	<input type="checkbox"/> Interession	<input type="checkbox"/> Saturday
	<input type="checkbox"/> After School	<input type="checkbox"/> Daytime Waiver	
<input type="checkbox"/> Vocational Studies	<input type="checkbox"/> Before School	<input type="checkbox"/> Interession	<input type="checkbox"/> Saturday
	<input type="checkbox"/> After School	<input type="checkbox"/> Daytime Waiver	
<input type="checkbox"/> Writing	<input type="checkbox"/> Before School	<input type="checkbox"/> Interession	<input type="checkbox"/> Saturday

1. Select Add ESS service.
2. Select the enrollment in which the student received ESS services.
3. Enter the start date of their participation in ESS programming.
4. If the student participated in ESS Summer School, select the ESS Summer School checkbox.
5. If the student was transported in order to receive ESS programming, select ESS Transported.
6. Enter the results of student participation in ESS program in the Service Results field.
7. Enter the number of hours (rounded to the nearest half hour) in the Total Hours Served field.
8. Select the means of determining student improvement in the ESS Assessment Measures area.
9. Select the provider of ESS services in the ESS Providers area.
10. One learning goal (i.e. Mathematics) must be selected for each student who participated in ESS programming. Multiple goals may be selected if a student is provided ESS services in more than one content area (i.e. Mathematics and Reading).
11. For each learning goal, select the service model. At least one service model must be selected for each learning goal. Multiple models may be selected if a student was provided ESS services in more than one scheduling format.
12. Select Save when finished.

PLEASE NOTE: You do not need to create a new ESS record for a student for every ESS session they attend. You may track the student's hours across the ESS service time and enter one block of cumulative time.

8B	Extended School Services Report
Campus Path:	Path: KY State Reporting Extended School Services

Extended School Services Report

Index Search Help
KY Extended School Services Export

- ⊕ Scheduling
- ⊕ Fees
- ⊕ Grading & Standards
- ⊕ Medicaid
- ⊕ Programs
- ⊕ Ad Hoc Reporting
 - Filter Designer
 - Letter Designer
 - Letter Builder
 - Data Export
 - Data Analysis
 - Batch Queue
- ⊕ Transcripts
- ⊕ User Communication
- ⊕ Assessment
- ⊕ System Administration
- ⊕ FRAM
- ⊕ Messenger
- ⊕ Surveys
- ⊕ KY State Reporting
 - ⊕ Edit Reports
 - ⊕ KDE Reports
 - Calendar Report
 - Dual Enrollment Cap Summary
 - Extended School Services Report
 - FRYSC Group Program Report
 - FRYSC State Report
 - Gifted & Talented Extract

This tool can extract data to complete the Extended School Services Export . Choose the District Format to get the file in the state defined Fixed Width format, otherwise, choose one of the testing/debugging formats.

Extract Options

Date Range: -

School Type:

Format:

Select Calendars

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

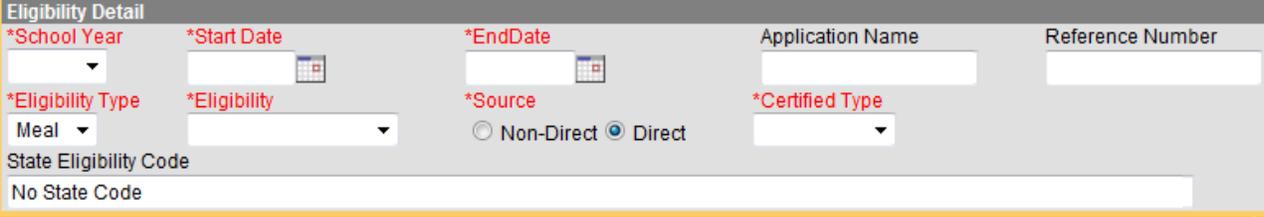
active year
 list by school
 list by year

11-12

- 11-12 CENTRAL ELEMENTARY SC
- 11-12 DEWITT ELEMENTARY SCH
- 11-12 Flat Lick Elementary Sch
- 11-12 G R Hampton Elementary S
- 11-12 GIRDLER ELEMENTARY SCI
- 11-12 Jesse D Lay Elementary S
- 11-12 KNOX APPALACHIAN SCHOL
- 11-12 Knox Central High School
- 11-12 Knox County Learning Aca
- 11-12 Knox County Middle Schoo
- 11-12 LYNN CAMP ELEM
- 11-12 LYNN CAMP HIGH

1. Enter the Date Range that represents the data to submit for the school type selected.
2. Select the appropriate school type (Regular School or Summer School).
3. Select the appropriate Calendars. Review the data by selecting the HTML or CSV format. Use these reports to make corrections to the ESS data prior to KDE's extraction of data.
4. Click Generate Extract.

Data Standard – Free / Reduced Application Management (FRAM)

9	Free/Reduced Application Management (FRAM)		
KDE Contact (Data Steward)	Cheri Meadows	Updated	07/11/2013
Description	Required fields of the Eligibility Detail screen must be completed for all students who are receiving free or reduced lunch.		
Data Standard Reg sites, data use, etc.	E-Rate At Risk – 702 KAR 3:270, Section 2 (h)		
How is data used	Student eligibility data for free/reduced/paid lunch is used in state and federal reporting, P20 reporting and in determining funding allocations		
Noted Changes for current year			
Available Ad-Hoc & Reports	FRAM Eligibility report – Path: FRAM Reports Eligibility		
Available Training	Campus Community: Video Library- FRAM Eligibility Editor (Self-paced video) ICU: KY FR 1446: Free and Reduced Application Management (FRAM) Training (Recorded WebEx session: password to access-fram)		
Campus Path:	FRAM>Eligibility		
			
<p>Eligibility: Select the level of meal service benefits awarded to a student/household:</p> <ul style="list-style-type: none"> • Free - The student receives a free reimbursable meal and will be allowed a free meal if his/her household income is below 130 percent of the federal poverty guidelines or if he/she qualifies for benefits based on categorical need (see Certified Type, next entry) or is directly certified. • Reduced - The student is considered eligible for reduced-priced meal if his/her household income is between 130 and 185 percent of the federal poverty guidelines. • Paid - The student is not considered eligible for any meal benefit and must pay full price for purchased meal items. • Non-reimbursable - This option is never assigned or populated as eligibility for students. It is for the purpose of meal processing and is often used for adult staff members (though it is not necessary for them to be assigned this Eligibility for correct meal processing). 			
<p>Source: Select the source for the meal service benefits awarded</p>			

Direct/Certified Type: Direct Certification indicates that the student qualifies for free meals. Direct Certification files received from a state agency certify that the child is a member of a SNAP, Medicaid or TANF (i.e., KTAP) household, the student is a foster child directly certified from the state, or through district provided list that is signed and dated by the appropriate district coordinator. This Certified Type is allowed only when the Eligibility Type is Meal. The Eligibility should be Free.

- **Medicaid** – Student qualifies for a free reimbursable meal because his/her household receives Medicaid benefits. The student's Eligibility will be Free and will always be Direct: the student must be on the direct certification file to be considered as Direct – Medicaid.

Non-Direct/Certified Type: Enter the determination reason for the value displayed in the Eligibility field:

- **Income** - The student eligibility for meal benefits was based on household income and a completed free/reduced application. The student's Eligibility will be Free, Reduced, or Paid, depending on the income level, household size and federal income guidelines.
- **Categorical** - Student qualifies for individual full meal benefits because he/she participates in federal programs such as KTAP/SNAP, or Head Start/Even Start, or qualifies as a foster, homeless, migrant or runaway child (and confirmed by the coordinator) as denoted on a completed free/reduced application. The student's Eligibility will be Free.
- **Override** - The district has chosen to override the assigned Eligibility for the household or student.
- **Runaway** - Student qualifies for the Runaway and Homeless Youth Act (RHYA) program as a runaway. The student's Eligibility will be Free.
 - If the certified type is Non-Direct, then confirmation is received from the district's runaway coordinator.
 - If the certified type is Direct, then confirmation is received from a signed and dated list from the district's runaway coordinator.
- **Homeless** - Student qualifies for the Runaway and Homeless Youth Act (RHYA) program as homeless. The student's Eligibility will be Free.
 - If the certified type is Non-Direct, then confirmation is received from the district's homeless coordinator.
 - If the certified type is Direct, then confirmation is received from a signed and dated list from the district's homeless coordinator.
- **Foster** – Type of approval based on confirmation approving the student's foster status where the child is living in a foster home or another type of facility which deems the student as foster. The Eligibility should be Free.
 - If the certified type is Non-Direct, then confirmation was received based on a completed free/reduced application.
 - If the certified type is Direct, then confirmation is received from the foster child direct certification file.
- **Migrant** - Student qualifies for free reimbursable meal benefits because his/her guardian pursues seasonal (migrant) work. The student's Eligibility will be Free.
 - If the certified type is Non-Direct, then confirmation is received from the district's migrant coordinator.
 - If the certified type is Direct, then confirmation is received from a signed and dated list from the district's migrant coordinator.

- **SNAP** – Student qualifies for a free meal based on the household receiving SNAP benefits. The student's Eligibility will be Free.
 - If the certified type is Non-Direct, then confirmation is based on the household declaring that it receives SNAP benefits on completed free/reduced application.
 - If the certified type is Direct, then confirmation is received based on the direct certification file.
- **KTAP (TANF)** - Student qualifies for a free meal based on the household receiving KTAP benefits. The student's Eligibility will be Free.
 - If the certified type is Non-Direct, then confirmation is based on the household declaring that it receives KTAP benefits on a completed free/reduced application.
 - If the certified type is Direct, then confirmation is received based on the direct certification file.
- **Declined** - Student declined awarded meal benefits.
- **Denied** - Student was denied meal benefits.
- **Did Not Apply** - Student did not apply for meal benefits.

School Year: Enter the school year for which the Eligibility applies.

Start Date: Enter the first day on which the Eligibility is active.

End Date: Enter the last day on which the Eligibility is active. Since Eligibility continues to the end of the school year, enter in 6/30/20XX as the end date.

If your district is participating in the Community Eligibility Option (CEO), you can find helpful resources at the following link:

[http://education.ky.gov/districts/shs/pages/community-eligibility-option-\(ceo\).aspx](http://education.ky.gov/districts/shs/pages/community-eligibility-option-(ceo).aspx)

Data Standard – Family Resource and Youth Services Centers (FRYSC)

10	Family Resource and Youth Service Centers (FRYSC)		
Contact (Data Steward)	Doug Holt	Updated	10/26/12
Description	<p>The Kentucky Family Resource and Youth Services Centers were established as a component of the historic Kentucky Education Reform Act (KERA) of 1990. The mission of these school-based centers is to help academically at-risk students succeed in school by helping to minimize or eliminate noncognitive barriers to learning.</p>		
Data Standard Reg sites, data use, etc.	<p>On April 15, 2008, Gov. Steve Beshear signed Senate Bill 192 into law, allowing changes to the FRYSC core components as listed below.</p> <p>Family Resource Centers serve children under school age and in elementary school and coordinate:</p> <ul style="list-style-type: none"> • preschool child care; • after-school child day care; • families in training; • family literacy services; and, • health services and referrals. <p>Youth Services Centers serve students in middle and high school and coordinate:</p> <ul style="list-style-type: none"> • referrals to health and social services; • career exploration and development; • summer and part-time job development (high school only); • substance abuse education and counseling; and • family crisis and mental health counseling. 		
How is data used	<p>This data is used to track services provided by each center. Reported to P20 data collaborative.</p>		
Noted Changes for current year	None		
Available Ad-Hoc & Reports	<p>KY State Reporting > FRYSC Group Program Report KY State Reporting > FRYSC State Report KY State Reporting > KDE Custom Reports > P20 FRYSC</p>		
Available Training	<p>FRYSC Administrators Guidebook FRYSC Tips & Tricks Training provided by Division of FRYSC can be found here.</p>		
10A	Individual Interventions		

Campus Path:	Student Information > General > FRYSC tab
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FRYSC Individual Intervention Detail

***Enrollment**

***Start Date** **End Date**

***Intervention is for (Select either or both)**

Student

Parent

Result of a behavior issue

Parent / Guardian contacted

Referral Location1

Referral Location2

Description

***Referred By**

***Mode of Intervention (Select one or more)**

In-office/School Grounds

Telephone

Home Visit

Home Visit- PAT

Letter

Family Team Meeting Chair

Family Team Meeting Participant

Other

Enrollment: Select the applicable enrollment from the Enrollment dropdown list that the intervention applies to

Start Date: Enter the intervention Start Date in mmddyy format

Intervention is for: Select whom the intervention is for

Referred By: Select the person who referred the student for intervention from the dropdown list

Mode of Intervention: Select the appropriate intervention(s)

Result of a Behavior Issue: Check if applicable

Parent/Guardian Contacted: Check if applicable

Referral Location 1 & 2: Agency or agencies to which the student or parent was referred

Select the appropriate intervention by clicking the + sign to expand the editor and indicate the reason for intervention.

Academic Support

Academic Support

<input type="checkbox"/> Adult Education	<input type="checkbox"/> Early Childhood Care	<input type="checkbox"/> ECE Support
<input type="checkbox"/> ESL Support	<input type="checkbox"/> GED	<input type="checkbox"/> Homework Assistance/Testing Support/Tutoring
<input type="checkbox"/> Organizational Skills	<input type="checkbox"/> Parent / Teacher Conference	<input type="checkbox"/> Post High School Education
<input type="checkbox"/> School Supplies		

Attendance

Attendance

<input type="checkbox"/> 0-5 Days Absent	<input type="checkbox"/> 6-10 Days Absent	<input type="checkbox"/> 10+ Days Absent
<input type="checkbox"/> Tardies		

Basic Needs

Basic Needs

<input type="checkbox"/> Clothing - Regular	<input type="checkbox"/> Clothing - Uniforms	<input type="checkbox"/> Free / Reduced Lunch Assistance
<input type="checkbox"/> Food Assistance	<input type="checkbox"/> Food Stamps Assistance	<input type="checkbox"/> Rent / Mortgage
<input type="checkbox"/> Utilities	<input type="checkbox"/> Emergency Housing / Shelter	<input type="checkbox"/> Holiday Assistance
<input type="checkbox"/> Other Emergency Financial Assistance		

Career Development & Exploration

Career Development & Exploration

<input type="checkbox"/> Summer / Part Time Jobs	<input type="checkbox"/> Employment Opportunity	<input type="checkbox"/> Other
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Childcare

Childcare

<input type="checkbox"/> Birth to 3	<input type="checkbox"/> Before / After School	<input type="checkbox"/> Summer
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Health

Health

<input type="checkbox"/> Dental	<input type="checkbox"/> Head Lice	<input type="checkbox"/> Hearing
<input type="checkbox"/> Hygiene	<input type="checkbox"/> Immunizations	<input type="checkbox"/> Insurance Assistance
<input type="checkbox"/> Medication Assistance	<input type="checkbox"/> School Physical	<input type="checkbox"/> Vision / Eyeglasses
<input type="checkbox"/> Obesity / Nutrition	<input type="checkbox"/> Other Health	

Legal

<div style="background-color: #cccccc; padding: 2px;"> <input type="checkbox"/> Legal </div> <div style="padding: 5px;"> <input type="checkbox"/> Child Protective Services <input type="checkbox"/> Adult Protective Services <input type="checkbox"/> Court Case and Support <input type="checkbox"/> Guardianship Assistance <input type="checkbox"/> Beyond Control Order <input type="checkbox"/> Emergency Protection Order/Domestic Violence Order <input type="checkbox"/> Other Legal </div>	
<p>Mental Health/Counseling</p> <div style="background-color: #cccccc; padding: 2px;"> <input type="checkbox"/> Mental Health / Counseling </div> <div style="padding: 5px;"> <input type="checkbox"/> Abuse <input type="checkbox"/> Anger Management <input type="checkbox"/> Dating Issues <input type="checkbox"/> Divorce <input type="checkbox"/> Eating Disorder <input type="checkbox"/> Grief <input type="checkbox"/> Parent / Child Conflict <input type="checkbox"/> Peer Relations <input type="checkbox"/> Pregnancy <input type="checkbox"/> Self-Esteem <input type="checkbox"/> Self-Mutilation <input type="checkbox"/> Substance Abuse <input type="checkbox"/> Suicide Risk <input type="checkbox"/> Transition Issues <input type="checkbox"/> Other Mental Health / Counseling <input type="checkbox"/> GAIN-SS </div>	
<p>Transportation</p> <div style="background-color: #cccccc; padding: 2px;"> <input type="checkbox"/> Transportation </div> <div style="padding: 5px;"> <input type="checkbox"/> Bus Token <input type="checkbox"/> Cab Voucher <input type="checkbox"/> Provided Transportation in Personal Vehicle by FRYSC Staff <input type="checkbox"/> Public Transportation Information <input type="checkbox"/> School Bus Information </div>	
<p>10B</p>	<p>Group Programs</p>
<p>Campus Path:</p>	<p>Select the appropriate program from the dropdown list:</p> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <div style="background-color: #cccccc; padding: 2px; font-weight: bold;"> FRYSC Add Student to Group Program Selection </div> <div style="padding: 5px;"> <p style="color: red;">*Select FRYSC Group Program</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <div style="text-align: right; margin-top: 10px;"> <input type="button" value="Select"/> </div> </div> </div>

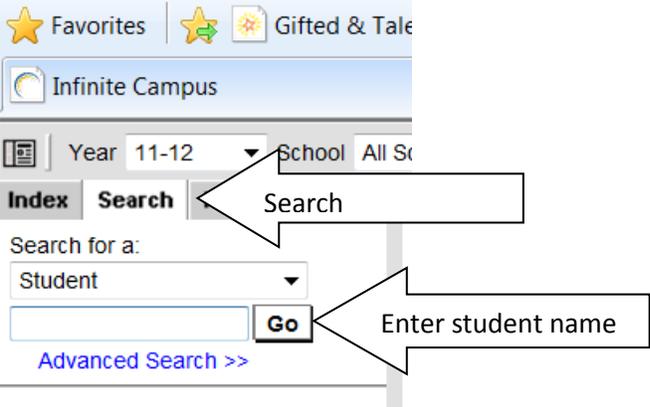
FRYSC Group Program Detail	
*Enrollment Grade: 1 09-10 BATES ELEMENTARY 08/13/2009 - 06/01/2010	
*Start Date 05/26/2010	End Date
<input type="checkbox"/> Parent Participated	
Comments 	
Program Title Full House Celebration	
Program Category Attendance : Motivational Program	
*Program is for <input checked="" type="checkbox"/> Students <input type="checkbox"/> Parents	*Time Frame 02: During School
Start Date 05/26/2010	End Date
Partner Agency 	Total Volunteer Hours 0
	Volunteer Count 0
	Total Program Hours 0
	# Meetings 0
Comments 	

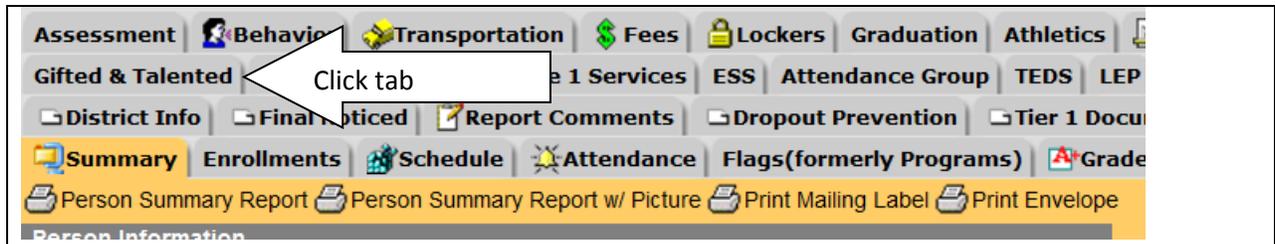
Enrollment: Select the applicable enrollment from the Enrollment dropdown list

Start Date: Enter the Start Date in mmddyy format

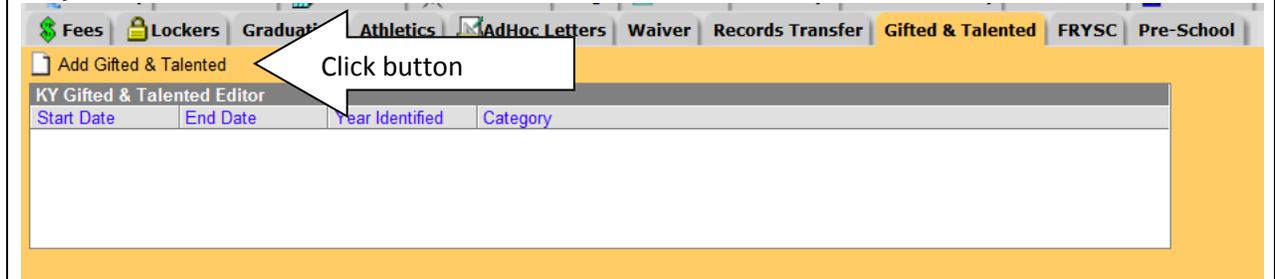
Parent Participated: Check if applicable

Data Standard – Gifted and Talented

11		Gifted and Talented	
KDE Contact (Data Steward)	Kathie Anderson	Updated	09/06/2013
Description	As new Gifted and Talented students and Primary Talent Pool students are enrolled in the school, the process referenced below should be followed to ensure students are enrolled correctly and duplicate student records are not created.		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • 704 KAR 3:285. Programs for the gifted and talented • Underachieving students • WebEx to Data Entry Standards http://education.ky.gov/specialed/gt/pages/gifted-and-talented-resources.aspx 		
How is data used	<ul style="list-style-type: none"> • State Reporting • District Reporting • Data Sharing between systems: CIITS, P20 		
Noted Changes for current year	None		
Available Ad-Hoc & Reports	<ol style="list-style-type: none"> 1. G & T Invalid General Intellectual Ability 2. G & T Invalid gifted category 3. G & T Invalid Primary Talent Pool 4. G & T Invalid Specific Academic Aptitude 		
Available Training	WebEx on the KDE’s Gifted and Talented webpage: http://education.ky.gov/specialed/gt/pages/gifted-and-talented-resources.aspx		
11A		Entering Student	
Campus Path:	Student Information General Gifted and Talented Tab		
<p>Step 1 Search Student: Look up student using Search tab → Enter student name and click “Go”</p> 			
<p>Step 2 GT Tab: Click the “Gifted and Talented” (GT) tab for GT data entry screen</p>			



Step 3 New GT Record: For a new record, click “Add Gifted and Talented”



11B	Gifted & Talented Status editor
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Campus Path:	Student Information General Gifted and Talented Tab
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Gifted & Talented Status

Gifted & Talented Status			
*Gifted Category	*Year Identified	*Start Date	End Date
<input type="text" value=""/>	<input type="text" value="2014"/>	<input type="text" value=""/>	<input type="text" value=""/>
Gifted Declined Services <input type="checkbox"/>	Gifted Underachieving <input type="checkbox"/>		

Gifted Category: Select from the drop down list the appropriate gifted category:

- 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
- 12: Primary Talent Pool

Year Identified: Enter Year in which student is identified as gifted.

Start Date: Enter the date services for specified category begins.

Note: For Primary Talent Pool students exiting Grade 03, the start date of the formal identified gifted category should be the date the services begin for the formally identified gifted category.

End Date: Primary Talent Pool students exiting 3rd grade should have an end date on the record. **Please do not delete** the PTP record even if the student is not formally identified at the 4th grade level for gifted and talented services. **End Dates should only be entered for Primary Talent Pool students exiting 3rd grade.**

Gifted Underachieving: Select if student is identified as PTP or GT student but have a significant gap between potential ability and demonstrated achievement.

Note: Please see the Underachievement document located [here](#) on the KDE's Gifted and Talented website section for more information.

Gifted Declined Services: If a parent or student declines gifted services, check the box "Gifted Declined Services". Please make sure to document this preference on the student's Gifted Student Service Plan.

Service Delivery Options

Service Delivery Options: Select appropriate service delivery options. Select at least 2 options per gifted category. Note: *Service Delivery Options should be kept updated, especially as a student transitions from elementary, middle and high school.*

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

Evidence Sections

Evidence: Dependent on the gifted category selected, choose the appropriate evidence options. Select at least 3 evidences for each identified area.

Creative or Divergent Thinker Evidence: Determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought.

Creative or Divergent Thinker Evidence:

<input type="checkbox"/> Anecdotal observation	<input type="checkbox"/> Behavioral checklists specific to creative behavior
<input type="checkbox"/> Checklist inventories (underachieving or disadvantaged)	<input type="checkbox"/> Collection of evidence from portfolios
<input type="checkbox"/> Continuous progress data	<input type="checkbox"/> Creative work samples
<input type="checkbox"/> Formal assessment measures	<input type="checkbox"/> Informal assessment measures
<input type="checkbox"/> Nominations-Peer	<input type="checkbox"/> Nominations-Self or petition
<input type="checkbox"/> Primary review committee recommendation	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Student awards or critiques
<input type="checkbox"/> Other, specify <input style="width: 150px;" type="text"/>	

General Intellectual Ability Evidence (GIA): For GIA, you must select 9th stanine on a comprehensive test of intellectual ability as one of your three evidences. However, if the student is being selected due to “special considerations”, (ie: exceptional, disadvantaged or underachieving), the “9th stanine” would not be selected, instead select “Other” In the blank beside “Other”, specify the student’s special considerations.

General Intellectual Ability Evidence:

<input type="checkbox"/> Anecdotal records	<input type="checkbox"/> Behavioral checklist inventories
<input type="checkbox"/> Checklist inventories (underachieving or disadvantaged)	<input type="checkbox"/> Collection of evidence from portfolios
<input type="checkbox"/> Continuous progress data	<input type="checkbox"/> High performance on intellectual assessment
<input type="checkbox"/> Informal assessment	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or petition	<input type="checkbox"/> Observation of applied advanced reasoning ability
<input type="checkbox"/> Primary review committee recommendation	<input type="checkbox"/> Referrals/Recommendation-Parent
<input type="checkbox"/> Referrals/Recommendation-Teacher	<input type="checkbox"/> Student awards or critiques
<input type="checkbox"/> 9th stanine on comp. test of intellectual ability	<input type="checkbox"/> Other, Specify <input type="text"/>

Specific Academic Aptitude Evidence (SAA): For SAA, you must select 9th stanine on a comprehensive test of intellectual ability as one of your three evidences. However, if the student is being selected due to “special considerations”, (ie: exceptional, disadvantaged or underachieving), the “9th stanine” would not be selected., instead select “Other”. In the blank beside “Other”, specify the student’s special considerations.

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"/>	

Psychosocial and Leadership Skills Evidence

Psychosocial & Leadership Skills Evidence:

<input type="checkbox"/> Behavioral observations	<input type="checkbox"/> Checklist inventories
<input type="checkbox"/> Checklist inventories (underachieving or disadvantaged)	<input type="checkbox"/> Collection of evidence from portfolios
<input type="checkbox"/> Continuous progress data	<input type="checkbox"/> Documentation of student leadership in class
<input type="checkbox"/> Documentation of student leadership in community	<input type="checkbox"/> Documentation of student leadership in student organization
<input type="checkbox"/> Formal testing	<input type="checkbox"/> Informal testing
<input type="checkbox"/> Other, Specify: <input type="text"/>	
<input type="checkbox"/> Nominations-Peer	<input type="checkbox"/> Nominations-Self or Petition
<input type="checkbox"/> Primary review committee	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Sociograms
<input type="checkbox"/> Student awards or critiques	<input type="checkbox"/> Other, Specify <input type="text"/>

Visual and Performing Arts Evidence

Visual/Performing Arts Evidence:

- Auditions
- Checklist of behaviors specific to gifted category
- Peer recommendations
- Portfolio of visual or performing arts ability
- Questionnaires
- Referrals/Recommendations-Teacher
- Other, specify
- Awards or critiques of performance
- Letters of recommendations
- Portfolio assessment by specialists or professional artists
- Products (paper, video, audio, pictures)
- Referrals/Recommendations-Parent
- Nominations-Self or Petition

Visual/Performing Arts Type: If Visual/Performing Arts-Music category selected, instrumental and/or vocal must be selected

Visual/Performing Arts Type:

- Instrumental
- Vocal

Primary Talent Pool (PTP) Evidence

Primary Talent Pool Evidence:

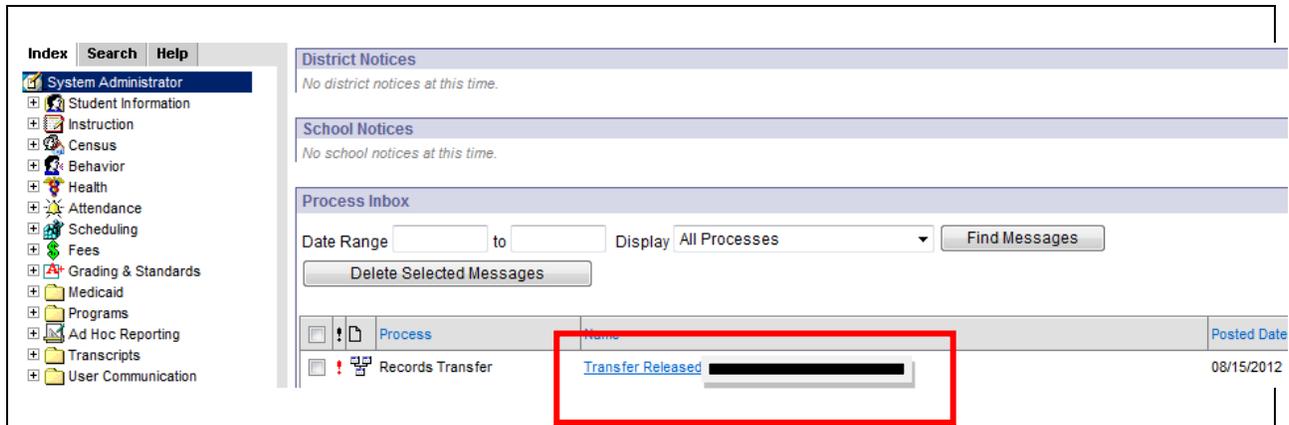
- Available formal test data
- Checklist inventories of behaviors specific to gifted categories
- Continuous Progress Data
- Parent interview or questionnaire
- Primary review committee recommendation
- Anecdotal records
- Collection of evidence demonstrating student performance
- Diagnostic data (screening measure)
- Petition system
- Other, Specify

PTP Note/Reminder: Once a student has exited 3rd grade, place an end date on their record. If they are formally identified in a category, start a new record. If they are not formally identified, **do NOT** delete their record – please **END DATE**.

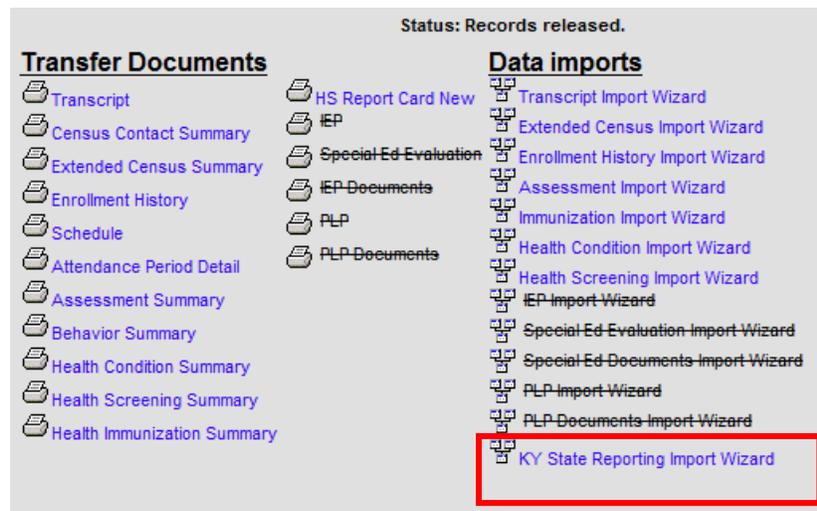
Gifted & Talented Status			
*Gifted Category	*Year Identified	*Start Date	End Date
12: Primary Talent Pool	2014	<input type="text"/>	<input type="text"/>
Gifted Declined Services	Gifted Underachieving	<input type="checkbox"/>	<input type="checkbox"/>

Data Standard – Gifted and Talented Records Transfer for Student New to District

12	Gifted and Talented Records Transfer for Student new to District		
KDE Contact (Data Steward)	Kathie Anderson	Updated	09/6/2013
Description	As new students are enrolled in the school, the process referenced below should be followed to ensure that if a student has been identified as Gifted and Talented in a previous district, their Gifted and Talented records are imported to the student’s new district.		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • <u>Student identification</u> - identifying students and being able to track students as they transfer from one district or another is important for tracking a student’s progress. • <u>Student Records Transfer</u> - the locator function allows Kentucky districts to transfer education records with the students. This helps teachers see the student’s background to better meet the student’s educational needs. • <u>Prevents Duplicate Students</u> – failure to link prior education records to a new enrollment creates duplicate students in Infinite Campus. Fixing these duplicates is much more difficult than setting the student up correctly initially; there can also be costs associated with the clean-up. • Programs for the Gifted and Talented 704 KAR 3:285 		
How is data used	<ul style="list-style-type: none"> • National Reporting • State Reporting • School District Funding • Data sharing between systems: CIITS; P20 		
Noted Changes for current year	None		
Available Ad-Hoc & Reports	None		
Available Training	Campus Community –Gifted and Talented (KY) WebEx on the Gifted Webpage on the Kentucky Department of Education website		
12A	Records Transfer		
Campus Path:	Process Inbox/Transfer Released link		
<p>These directions are for the person who is responsible for enrolling new students. The responsible person will receive a notice in the Process Inbox in Infinite Campus that there are records for the new student. The Process Inbox is located on the home screen when the user logs in. To return to the home screen from another location, click on the user name at the top of the Index.</p> <p>Step 1: Click on the “Transfer Released” link next to the student’s name.</p>			



Step 2: Click on the *KY State Reporting Import Wizard*, the user will need to import all records including Gifted & Talented records from this wizard.



After clicking on the *KY State Reporting Import Wizard*, you will see a screen similar to the one shown below if the student has been previously identified as Gifted & Talented.

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

Step 3: Click “Save” to import the Gifted and Talented (GT) data into the student’s Gifted & Talented tab. (Note: all other State Reported data displayed on the import wizard screen will also be saved to the student’s record.)



Step 4: Confirm that the GT data imported correctly to the Gifted & Talented tab found under Student Information > General.

Step 5: Notify the GT Coordinator so they can review the student’s GT record. The services in the record should be reviewed and changed if the services from the previous district are not offered in the student’s new (current) district.

Step 6: The GT Coordinator should notify all personnel who work with the student so appropriate services can be offered to the student and a Gifted Student Service Plan (GSSP) can be created. The GSSP should then be given to the parents/guardian, notifying them of the services being offered to the student.

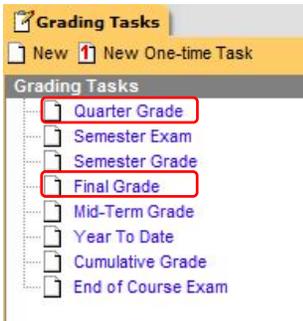
Data Standard – Grades

13	Grades Data Standard		
KDE Contact (Data Steward)	Joe McCowan	Updated	10/9/13
Description	<p>Grades need to be in Infinite Campus consistently for reporting purposes. Grades are transferred to CIITS for use in the teacher classroom module and are used for reporting and research purposes. Schools must: (1) have a grading task which calculates a course average named Final Grade (2) set state reported indicator on grading tasks for term grades and Final Grade; (3) create a grading task for end of course assessment and set up composite grading associated weight consistently.</p>		
Data Standard Reg sites, data use, etc.	<p>Data Use: KEES, Transcripts, Education Records Exchange, CIITS, P20, Student/Parent Portal, Other Research Use.</p>		
How is data used	<p>At the local level, grades are used for instructional planning, student placement/promotion decisions, communication/feedback to students and parents, and calculation in the Persistence to Graduation Tool (PtGT). At the state level, grades are used for research purposes, KEES funding, and state report grades are exported to CIITS.</p>		
Noted Changes for current year	<ul style="list-style-type: none"> • In order to consistently compare grades in all districts, every course must have a final grade excluding those using standards based grading. • Statewide e-Transcripts being implemented in 2013-2014. 		
Available Ad-Hoc & Reports			
Available Training	<p>EOC Assessment setup for calculating final grade</p> <p>https://community.infinitecampus.com/kb/display/DOC/Grading+Tasks+%28Grading+and+Standards%29</p> <p>Configuring grades for various term structures hyperlink to temp location</p>		

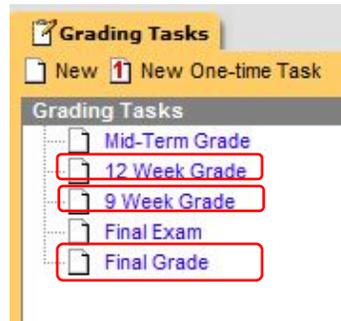
13A **Term Grade**

Campus Path: Grading and Standards -> Grading Tasks -> select task that school designates as a term grade

Grading tasks that are term grades should be marked with the state-reported checkbox in the grading task to indicate end of term grade (this could be named Nine Weeks, Quarter, Trimester, Semester, etc...) within the Grading by Task Detail. This grading task should not be a composite grading task. Different schools in your district may use different grading tasks for term grades requiring multiples to be marked State Reported. As long as only Final Grade and one other state reported grading task is used per course, the grades will be loaded into CIITS. **See the available training documents section for examples of different grading periods.** See section 13C for further information about Final Grade.



For this district, Quarter Grade is the term grade. Both Quarter Grade and Final Grade should be marked State Reported.



For this district, 9 Week Grade is the elementary term grade and 12 Week Grade is the secondary term grade. Both should be marked State Reported.

Mark the checkbox for *State Reported*.

Save

Checking *Posts to Transcript* is a district level decision.

Repeat this process for Final Grade and any additional grading tasks that are used for term grades in your district.

13B **End of Course Grade(s)**

Campus Path:	<i>Grading & Standards> Grading Task</i>
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The Kentucky Board of Education has recommended that End of Course (EOC) assessments count as 20% of the final course grade. Each school's School-Based Decision Making Council makes the decision as to how EOC will be included in the grade. You may choose to create a new grading task or use an existing one such as Final Exam to include EOC performance in calculating Final Grade for courses requiring EOC. **Do Not select Posts to Transcripts checkbox and Do Not select State Reported for the EOC assessment grading task.**

Create an End of Course Assessment Grading Task

Path: Grading & Standards > Grading Task

Click New → Enter **EOC Assessment** for the name → Click Save.

Adding EOC Assessment grading task to any course which requires an end of course assessment.

Search for the course → Click on Grading Tasks tab → Click Add

Select EOC Assessment for the Grading task.

Select the Appropriate Score Group.

Check the term in which the assessment will be given.

Click Save.

13C	Final Grade
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Campus Path:	<i>Grading & Standards> Grading Task</i>
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If a course only has one grade, whether at the end of the term or the end of the year, that grade should

be called the **Final Grade** and have the **State Reported checkbox** selected. CIITS and the Persistence to Graduation Tool are looking for the exact name Final Grade. You may rename an existing Grading Task (such as Yearly Average) or create a new Grading Task. **Marking Posts to Transcript is a district choice.**

***Note: CIITS can pull one term grading task and Final Grade in the same term.**

Final Grade will typically be calculated using the Composite Grading tab to average the term grades and possibly a final exam or an End of Course (EOC) Assessment.

If a course only has a final grade and also has an End of Course (EOC) Assessment, the Composite Grading tab should be used to show what percent is given to the EOC.

2711 Algebra II

Course Sections Grading Tasks Standards Composite Grading Scheduling Rules Fees Build Constraints Assessments

Composite Grading				
Term	Composite Grading Task	Children Grading Tasks	Schedule	
T1	Final Grade	(80%) Trimester (20%) EOC Assessment	Main	

If final grades are the average of the term grades, Infinite Campus can compute the final grade using the composite grading tab. Enter weights for each term and for End of Course Assessment if applicable. The Composite Grading detail box is used to enter grading weights and all grading tasks combined should

equal 100 percent total once complete.

3500 ALGEBRA II

Course Sections Grading Tasks Standards Composite Grading

Save

Composite Grading

Term	Composite Grading Task
1ST 9 WKS	Term Grade
2ND 9 WKS	Term Grade
3RD 9 WKS	Term Grade
4TH 9 WKS	EOC Assessment
4TH 9 WKS	Term Grade
4TH 9 WKS	Final Grade

Composite Grading Detail

Composite Grading Task
Term 4TH 9 WKS - : Final Grade

Locked

Weight	Grading Task
20	1ST 9 WKS Term Grade
20	2ND 9 WKS Term Grade
20	3RD 9 WKS Term Grade
20	4TH 9 WKS EOC Assessment
20	4TH 9 WKS Term Grade

If your school has not been calculating a course average and only needs it for state reporting, you can create Final Grade as State Reported and uncheck Posts to Transcript. When Final Grade is assigned to a course, you will leave Term GPA, Credit, and Credit Type blank.

800103S1 US History

Course Sections Grading Tasks Standards Composite Grading Scheduling Rules Fees

Save Delete Add

Grading Task Editor

Grading Task	Credit Group	Credit Type	Score Group	Credit	Term GPA
Final Grade			Numeric		
Progress Grd 1			Numeric		
Progress Grd 2			Numeric		
Semester Grade	HS CREDITS	Social Studies	Numeric	0.500	1.000

Course Grading Task Detail

Grading Task
Final Grade

*Score Group
Numeric

Default Grade Book Task

Term GPA

Credit

Credit Type

Term Mask
 Term 1 Term 2

Active Mask
 Term 1 Term 2

Calculating the final grade

Path: Grading & Standards > Auto Grade

When all grades have been entered in the last term, the Auto Grade Wizard can be used to calculate the Yearly Average.

Select Final Grade

Select the appropriate Score group

Click Auto Grade Students.

The screenshot shows the 'Auto Grading Wizard' interface. At the top, there is a blue header bar with the text 'Auto Grading Wizard'. Below the header, a light gray box contains the following text: 'This tool allows you to batch grade students based on Composite Grading. All scores should be posted for the child grading tasks. Also, each posted score for the child grading tasks should have an appropriate percentage.' Below this text, there are three sections: 'Select Grading Task' with a dropdown menu showing 'Main - Term T4 - Final Grade - Score Group: Standard Scale'; 'Select Score Group' with a dropdown menu showing 'Standard Scale' and a note 'Make sure the Min Percentages are set properly for the Score Group you choose.'; and 'Existing Grades' with a checkbox labeled 'Overwrite Existing Grades' which is currently unchecked. At the bottom center of the form is a button labeled 'Auto Grade Students'.

Data Standard – Graduation

14	Graduation		
KDE Contact (Data Steward)	Tina Logan/David Curd	Updated	9/7/12
Description	The graduation tab must be complete for all students who earn a high school diploma, alternative diploma (certificate of attainment) or GED.		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • Student cohort identification • Graduation information 		
How is data used	<ul style="list-style-type: none"> • Federal Reporting • Data Sharing between systems: P20, CIITS • School Report Card • Research 		
Noted Changes for current year	None		
Available Ad-Hoc & Reports	State Nonacademic Report (Transition to Adult Life)		
Available Training	Campus Community for Nonacademic Transition to Life		
14A	Graduation tab		

Campus Path:	Student Information General Graduation Tab
<div style="text-align: right;">Gender: M</div> <div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> Enrollments Graduation Gifted & Talented LEP </div> <div style="padding: 5px;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> Save </div> <p style="font-size: 0.8em; margin-bottom: 5px;">The following fields can only be filled out once a student has entered 9th grade:</p> <ul style="list-style-type: none"> Date First Entered the 9th Grade NGA Cohort End Year NCLB Cohort End Year <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <div style="border-bottom: 1px solid gray; padding-bottom: 5px;"> Enrollment Data: </div> <div style="border-bottom: 1px solid gray; padding-bottom: 5px;"> Graduation Detail </div> <div style="border-bottom: 1px solid gray; padding-bottom: 5px;"> General Graduation Information </div> <div style="padding: 5px;"> <p>Diploma Date: <input type="text" value="01/06/2012"/></p> <p>Diploma Type: <input type="text" value="3: General Diploma"/></p> <p>Diploma Period: <input type="text" value="1: Early Graduate"/></p> <p>Date First Entered the 9th Grade: <input type="text" value="08/07/2009"/></p> <p>NGA Cohort End Year: <input type="text" value="2013"/></p> <p>NCLB Cohort End Year: <input type="text" value="2013"/></p> <p>Post Grad Location: <input type="text" value="IS: In-State"/></p> <p>Transition Status: <input type="text" value="5: Employment (at least 30 hours per week)"/></p> </div> <div style="border-bottom: 1px solid gray; padding-bottom: 5px;"> State Reporting Graduation Fields </div> <div style="padding: 5px;"> <p>NCLB Status: <input type="text" value="1: Graduated w/Diploma in 4 years"/></p> </div> </div> </div> </div>	
<p>Diploma Date: The date the student earned their regular high school diploma, alternative diploma (certificate of attainment) or GED. Make sure the diploma date is entered for all graduates. This will be used to pull transition data.</p>	
<p>Diploma Type: Choose from the six options in the dropdown menu. Diploma types must be mapped to state diploma codes in order for the non-academic report to work correctly. See System Administration data standards for instructions on mapping state diploma codes.</p>	
<p>Diploma Period: Choose between Early, Spring and Summer Graduate.</p> <p>This is in relation to the time of school year and not the season. Early is any time prior to the regular spring graduation date. Spring is the regular scheduled end of the year. Summer is anytime between the end of the regular school year and start of the following regular school year.</p>	
<p>Date First Entered the 9th Grade: This is the first time the student was enrolled in grade 9 in any school in or out of Kentucky. This will automatically populate the NGA and NCLB Cohort End Year fields.</p>	

Transition Status: Choose from eight options in the dropdown menu

- College- in KY (at least 12 semester units)
- College- out of KY (at least 12 semester units)
- Vocational/Technical/Special School (full-time)
- Military Service (full-time)
- Employment (at least 30 hours per week)
- Work-school combination (at least 30 hours per week combined)
- Unsuccessful (including un- or under-employed graduates and graduates who could not be found or verified)
- Deceased

NCLB Status: Choose from one of four options in the dropdown menu

- Graduated with a diploma in 4 years
- Graduated with a diploma in 4 plus years, but their IEP allowed 4 plus years to graduate
- Graduated with a diploma (not specified above) that took more than 4 years to graduate
- Graduated with a certificate of successful completion or received a GED from a state approved program

*Post Grad Location is not a required field and can be left blank.

Data Standard – Health

15	Health		
KDE Contact (Data Steward)	Cheri Meadows, Lori Davis	Updated	07/11/13
Description	Health services delivered to students while they are in school are recorded in the Health tab.		
Data Standard Reg sites, data use, etc.	<p><i>KRS 156.502 describes health services to be the provision of direct health care including the administration of medication, the operation, maintenance, or health care through the use of medical equipment or the administration of clinical procedures. To facilitate reducing barriers to learning (KRS 158.6451 (1)(e), all chronic health conditions documented by a medical provider and noted on the student’s health information card should be entered.</i></p> <p>KRS 158.037 and 902 KAR 2:055 - Immunizations 702 KAR 1:160– Vision Examination and Screening and Hearing Screening</p>		
How is data used	<ul style="list-style-type: none"> • The Kentucky Department of Education collects annual data on current immunizations, health conditions and physical exams. • Data Sharing between systems – P20 		
Noted Changes for current year	Scoliosis screening not required as of the 2012-13 school year. Also, please note that KDE no longer requires entry of individual shot data for students, though districts are free to continue to enter the information.		
Available Ad-Hoc & Reports	Path: Health Reports Health Condition Alerts Student Health Immunizations Student Health Screenings		
Available Training	ICU: KYBOY 1143 2013-14 Beginning of Year Processes		

15A	Conditions and Alerts
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Campus Path:	Student Information Health Conditions Tab
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Health Conditions

Enter all students with a documented chronic disease under the appropriate health condition code. Use the Description Search to locate the Health Condition/ICD-9 Code. Choose from the drop down menu the Health Condition for student. 'Other' should not be chosen.

Start Date: Enter start date in which student was diagnosed with this condition.

Status: Select the status of the condition:

- Not Resolved
- Resolved
- Unknown

Initials: Enter initials of user entering condition

Health Alerts

Health alerts are non-scheduled emergency medical actions that must be administered should a life-threatening event occur. (Example: Glucagon for a very low blood sugar)

Flag

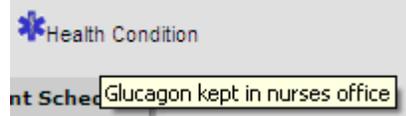
Check this box for medical conditions that will require an emergency action if it occurred. These conditions would be seen as life threatening and need immediate attention, i.e., Glucagon for a student with diabetes receiving insulin and may experience very low blood sugar. Checking the box will create

this flag on student’s screen:



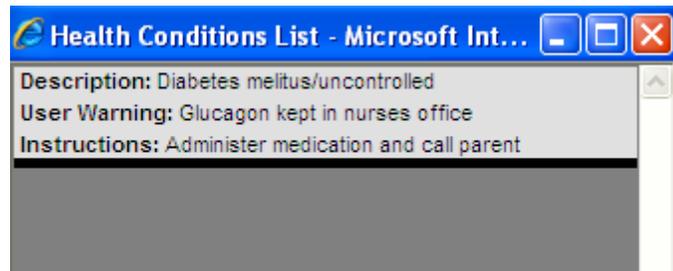
User Warning:

Enter brief emergency information relating to the student’s health condition and treatment that will display when user hovers over alert symbol. (Example: Glucagon kept in nurse’s office)



Instructions:

Enter further details regarding emergency treatment procedures required and locations of medication. (Example: Administer medication and call parent). These instructions will be visible when clicking on the alert symbol.



15B Immunizations

Campus Path: Student Information | Health | Immunizations Tab

Required by KDE for Initial Entry and students entering Grade 6.

Immunization Certificate		
Date	<input type="text"/>	Expiration
	<input type="text"/>	Type

Date: Enter the date signed by local health care provider.

Expiration: Enter the expiration date of the certificate submitted. If religious exemption is checked, no expiration date is required.

Type: Select from the dropdown menu the type of certificate provided

- Provisional
- Standard
- Medical
- Religious

Note: If Medical Type chosen, user must specify the Medical waiver under the immunization that is applicable.

NOT required by KDE:

KDE does not require the entry of individual shot dates.

Other considerations: All Kentucky schools will be asked to complete a paper immunization survey through their local health department each year as required by the **Kentucky Department of Public Health** (KRS 158.037 and 902 KAR 2:055). To assist with completing this survey, schools may enter the data for the immunizations listed below.

Note: All combination shots must be entered separately for each required immunization. For example, Pediatrx is a combination shot containing DTaP, Hep B and Polio. If Pediatrx is given, dates must be separately entered for each of three required immunizations.

Diphtheria, Tetanus, Pertussis (DT, DTaP, DTP)

Diphtheria-tetanus-pertussis, combined [DTaP, DTP]					
Shots	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Waiver	<input type="text" value="▼"/>				
Date:	<input type="text"/>				
Expires:	<input type="text"/>				

Waiver: Select from the dropdown menu the type of waiver for this immunization, if applicable.

- Medical
- Religious

Tdap (Tetanus, Diphtheria and Acellular Pertussis)

Tetanus, Diphtheria and Acellular Pertussis [Tdap]	
Shots	<input type="text"/> <input type="text"/>
Waiver	<input type="text" value="▼"/>
Date:	<input type="text"/>
Expires:	<input type="text"/>

Waiver: Select from the dropdown menu the type of waiver for this immunization, if applicable.

- Medical
- Religious

TD Booster (Adult Td Vaccine, Boostrix)

Note: To be used only if student cannot receive Pertussis vaccine.

Tetanus-diphtheria [Td]				
Shots	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Waiver	<input type="text" value="▼"/>			
Date:	<input type="text"/>			
Expires:	<input type="text"/>			

Waiver: Select from the dropdown menu the type of waiver for this immunization, if applicable.

- Medical
- Religious

Polio (OPV or IPV)

Polio [IPV, OPV]					
Shots	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Waiver	<input type="text" value="v"/>				
Date:	<input type="text"/>				
Expires:	<input type="text"/>				

Waiver: Select from the dropdown menu the type of waiver for this immunization, if applicable.

- Medical
- Religious

Meningococcal (Requirement for 6th grade entry)

Meningococcal	
Shots	<input type="text"/> <input type="text"/>
Waiver	<input type="text" value="v"/>
Date:	<input type="text"/>
Expires:	<input type="text"/>

Waiver: Select from the dropdown menu the type of waiver for this immunization, if applicable

- Medical
- Religious

Measles, Mumps, Rubella or measles containing vaccine (MMR), Measles, Mumps, Rubella and Varicella (MMRV) or ProQuad

Measles-Mumps Rubella [MMR]		
Shots	<input type="text"/>	<input type="text"/>
Waiver	<input type="text" value="v"/>	
Date:	<input type="text"/>	
Expires:	<input type="text"/>	

Waiver: Select from the dropdown menu the type of waiver for this immunization, if applicable.

- Medical
- Religious

Hepatitis B

Hepatitis B [Hep B]		
Shots	<input type="text"/>	<input type="text"/>
Waiver	<input type="text" value="v"/>	
Date:	<input type="text"/>	
Expires:	<input type="text"/>	

Waiver: Select from the dropdown menu the type of waiver for this immunization, if applicable.

- Medical
- Religious

Varicella (chicken pox vaccine)

Varicella

Shots:

Waiver:

Date:

Expires:

Waiver: Select from the dropdown menu the type of waiver for this immunization, if applicable.

- Medical
- Religious
- Hx/Dis – Select if student has had the chicken pox – No Vaccine Required

15C

Screenings

Campus Path: Student Information | Health | Screenings Tab

Select the Screening Type

Screening Detail

*Date:

*Type:

Comments:

Early Childhood

Health Appraisal

Tuberculosis

Sports Physical

Child & Teen Checkup

Placement

Height/Weight

Re Screen

Vision

Hearing

Vision/Hearing

Dental

Scoliosis

Other

Date: Enter date of screening

Type: Select the required KY screening

- Child and Teen Checkup (Physical Exam) (Early Childhood Exam may also be used for the Initial Entry Physical Exam requirement)
- Vision (Exam and Screening)
- Hearing
- Dental Exam or Dental Screening

Child and Teen Checkup (Physical Exam) - required for Initial Entry and 6th Grade

Child and Teen Checkup		
Date of Exam	Type	
<input type="text"/>	<input type="text"/>	
Location	Status	Healthcare
<input type="text"/>	<input type="text"/>	<input type="text"/>

Date of Exam: Enter the date on the student’s form. If a student is entering kindergarten with a preschool or Head Start physical, that initial screening date may be used even if more than one year prior to kindergarten enrollment.

Type: Select from drop down menu

- I: Initial Entry
- 6: 6th Grader

Vision Exam - required for Initial Entry to school, must be completed before January 1 of current school year.

Vision		
Date	Status	Test Type
<input type="text"/>	<input type="text"/>	<input type="text"/>
Acuity R	Acuity L	Cor Lens
20/ <input type="text"/>	20/ <input type="text"/>	<input type="text"/>
Color Vision	Cover Test	External Inspection
<input type="text"/>	<input type="text"/>	<input type="text"/>
Corneal Reflex	Referral Date	
<input type="text"/>	<input type="text"/>	

Date: Enter the *Vision Exam* date

Type: Select *Vision Exam* from the ‘Test Type’ drop down menu

Vision Screening –for students after Initial Entry. Districts determine which grades will be screened per 702 KAR 1:160.

Vision		
Date	Status	Test Type
<input type="text"/>	<input type="text"/>	<input type="text"/>
Acuity R	Acuity L	Cor Lens
20/ <input type="text"/>	20/ <input type="text"/>	<input type="text"/>
Color Vision	Cover Test	External Inspection
<input type="text"/>	<input type="text"/>	<input type="text"/>
Corneal Reflex	Referral Date	
<input type="text"/>	<input type="text"/>	

Date: Enter the Vision Screening date

Type: Select *Vision Screening* from the ‘Test Type’ drop down menu

Status: Select results of *Vision Screening* from drop down menu

- P: Passed
- F: Failed
- C: Cannot test
- R: Refused

Referral Date: Date in which notice sent to parent that student failed the vision screening and needs to be seen by a doctor.

Hearing Screening –required for students. Districts determine which grades will be screened per 702 KAR 1:160.

Hearing									
Date		Status		Otoacoustic Emissions				Type	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
250 R	500 R	1000 R	2000 R	4000 R	6000 R	8000 R	Tympanometry R	Otoscope R	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
250 L	500 L	1000 L	2000 L	4000 L	6000 L	8000 L	Tympanometry L	Otoscope L	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				

Type

- O: Original
- OE: Outside Exam
- RS: Re-Screen
- R: Referral
- SE: Special Ed Exam

Date: Enter the Hearing Screening date

Type: Select Original from drop down menu

Status: Select results of hearing screening from drop down menu

- P: Passed
- F: Failed
- C: Cannot test
- R: Refused

Hearing Re-screening – districts determine when re-screening will occur

Hearing									
Date		Status		Otoacoustic Emissions				Type	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
250 R	500 R	1000 R	2000 R	4000 R	6000 R	8000 R	Tympanometry R	Otoscope R	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
250 L	500 L	1000 L	2000 L	4000 L	6000 L	8000 L	Tympanometry L	Otoscope L	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				

Date: Enter the date of hearing re-screening

Type: Select Re-Screen from drop down menu

Status: Select results of hearing re-screening from drop down menu; passed, failed, cannot test or refused

Note: If a student fails a hearing screening or re-screen, then a Referral needs to be made. Data requirements:

Date: Enter the date referral was made

Type: Select Referral from drop down menu

Dental Screening or Exam -Required for students aged five (5) or six (6) who enroll in a public school. Proof of a dental screening or exam is required no later than January 1st of the first year of enrollment in a KY school.

The screenshot shows a form titled 'Dental' with various fields: Date (calendar icon), Dental Sealants Present (dropdown), Caries History (dropdown), Untreated Caries (dropdown), Soft Tissue Pathology (dropdown), Malocclusion (dropdown), Urgent Treatment (dropdown), Restorative Care (dropdown), Preventative Care (dropdown), Dental Other (text input), Dental Waiver Date (calendar icon), Dental Waiver Reason (dropdown), Test Type (dropdown), and Referral Date (calendar icon). To the right, a 'Test Type' dropdown menu is open, showing options 'E: Dental Exam' and 'S: Dental Screening'.

In the Dental fields, enter the following:

Date: Enter the date of the dental screening or exam

Test Type: Select Dental Exam or Dental Screening from drop down menu

Referral Date: Enter the date a referral was sent home to the parent/guardian

15D	Body Mass Index (BMI) Data
Campus Path:	Student Information Health Screenings

BMI Data Entry

Body Mass Index data is not a required data entry (702 KAR 1:160). However, KDE recommends that

school districts enter student BMI data as part of their district’s wellness program.

To enter BMI data:

1. Select Screening Tab
2. On Screening Detail: Enter Date of screening
3. On Screening Detail: Select Appropriate Type (i.e. Early Childhood, Child & Teen Check-up or Health Appraisal)
4. In Height/Weight and Vital Signs and enter Date, Height and Weight.

BMI and BMI Percentile will automatically calculate when a student’s height and weight are entered.

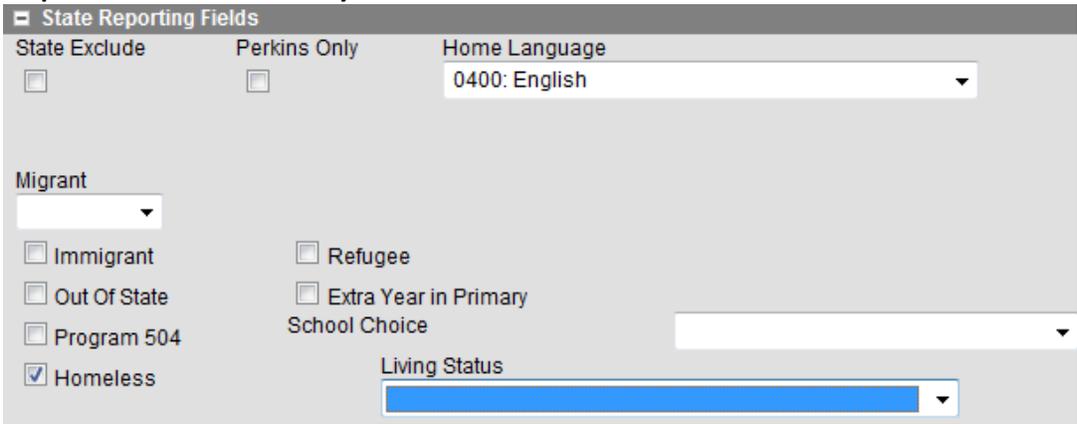
The screenshot displays a software interface with several sections. At the top, there are tabs for 'Summary', 'Conditions', 'Immunizations', 'Screenings', 'Medications', and 'Health Office Visits'. The 'Screenings' tab is active. Below the tabs is a toolbar with 'Save', 'Delete', 'New', and 'Print' icons. A 'Screening History' table contains one row: 'Early Childhood' with the date '12/17/2007'. Below this is the 'Screening Detail' section, which includes a 'Date' field with '12/17/2007' and a '*Type' dropdown menu set to 'Early Childhood'. At the bottom, the 'Sports Physical' section is expanded to 'Height/Weight and Vital Signs', showing a table with columns for Date, Height, Weight, BMI, and BMI Percentile. The values entered are: Date: 12/17/2007, Height: 40 inches, Weight: 45 lbs, BMI: 19.772, and BMI Percentile: 97%.

Data Standard – Homeless

16	Homeless Data Standard		
KDE Contact (Data Steward)	Mary Marshall , (502) 564-3791	Updated	4/23/14
Description	If a student is marked homeless at any point during the school year, the homeless checkbox and the living status must remain checked through the remainder of the school year regardless of whether or not his/her status changes.		

	Access to this field should only be given to the appropriate staff, consider CONFIDENTIAL
Data Standard Reg sites, data use, etc.	Title X, Part C McKinney-Vento Homeless Education Program
How is data used	This data is reported to the federal government annually and is used for funding allocations, if applicable.
Noted Changes for current year	N/A
Available Ad-Hoc & Reports	<i>student Homeless marked w/o living status marked (use for data clean up)</i> <i>student Homeless students w/o homeless marked (use for data clean up)</i> <i>student Homeless Count End of Year Reporting (use for end of year reporting)</i>
Available Training	
16A	Homeless Data Entry
Campus Path:	Student Information General Enrollment tab State Reporting Fields

Step 1: Homeless Data Entry



The screenshot shows a web form titled "State Reporting Fields". It includes several sections: "State Exclude" with a checkbox, "Perkins Only" with a checkbox, and "Home Language" with a dropdown menu set to "0400: English". Below these is a "Migrant" dropdown menu. There are checkboxes for "Immigrant", "Out Of State", "Program 504", "Homeless" (which is checked), "Refugee", "Extra Year in Primary", and "School Choice". At the bottom, there is a "Living Status" dropdown menu with a blue highlight on the first option.

Homeless: Select indicator if student lacks a fixed, regular, and adequate nighttime residence. According to [USDE Homeless Non-Regulatory Guidance](#) a student is defined as a homeless child or youth if sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; children and youths who have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above. The term ‘unaccompanied youth’ includes a youth not in the physical custody of a parent or guardian.

Living Status: Select the Living Status of the student at the time the student is identified as homeless

- ❖ Emergency Runaway Shelter
- ❖ Friends or Relatives
- ❖ Motels/Hotels

- ❖ Public/Private Nighttime Shelter
- ❖ Special Care Facilities
- ❖ Spouse Abuse Center
- ❖ Temporarily Placed by CFC due to Neglect or Abuse
This is the appropriate selection for children awaiting foster care placement
- ❖ Unaccompanied youth – not in the custody of a parent or guardian
- ❖ Uninhabitable Places (Example: Buses, Cars, Old Buildings, Campgrounds, etc.)

NOTE: This is a required field if Homeless indicator selected.

The screenshot shows a form with several fields. The 'Homeless' checkbox is checked. Below it are 'Foreign Exchange' (unchecked), 'Dropout Questionnaire' (with a calendar icon), 'Resident District' (dropdown), and 'School of Accountability' (dropdown). To the right, a 'Living Status' dropdown menu is open, displaying a list of options: 01: Emergency Runaway Shelter, 02: Motels/Hotels, 03: Public/Private Nighttime Shelter, 04: Special Care Facilities, 05: Spouse Abuse Center, 06: Uninhabitable Places, 07: Friends or Relatives, 08: Temporary Placed by CFC due to Neglect or Abuse, and 09: Unaccompanied Youth - not in custody of parent.

Important reminders regarding homeless data collection and reporting:

- Once a student is identified as homeless, the student’s homeless indicator and living status should remain selected in the student’s record for the remainder of the academic year, regardless if his/her status changes.
- If a student transfers school to school in the same district within the same academic year, the homeless indicator and living status must be manually entered in the new enrollment.
- If a student transfers district to district, the person importing the student records should run the KY State Reporting Import Wizard which will populate the homeless indicator and living status from the losing districts database to the receiving districts database.

Verification of homeless data collection and reporting, KDE recommends running the following reports and cleaning up this data on a monthly basis:

- Run the state published ad hoc labeled *student Homeless marked w/o living status marked* (this will give you a list of students with homeless selected but no living status selected).
 - If student on report has been previously identified as homeless within the academic year, the student’s living status should be selected on the current enrollment.
 - If the student was not identified as homeless in the current academic year, the homeless indicator should be deselected on the student’s current enrollment.
- Run the state published ad hoc labeled *student Homeless students w/o homeless marked* (this will give you a list of students with a living status selected but the homeless indicator is not selected).
 - If student on report has been previously identified as homeless within the academic year, the student’s homeless indicator should be selected on the current enrollment.
 - If the student was not identified as homeless in the current academic year, the living

status should be deleted on the student's current enrollment.

End of Year Reporting for Homeless Data:

- Run the above verification reports to ensure no errors in data are found within your district
- By June 30th of the current school year, run the *student Homeless Count End of Year Reporting* report to keep is record of student's reported homeless with a living status in your district for the current year. This report will give you students in your district that have the homeless indicator selected and a living status selected; this is reported to the federal government annually.
- **The 2013-14 Homeless data will be pulled at KDE on July 1st.**
- The homeless data does not roll over into the next school year. At the beginning of the school year, the homeless status of any students generated on the prior year's Homeless Count report should be evaluated. The data must be entered on those students who are still identified as homeless.

Data Standard – Immigrant

17	Immigrant Data Standard		
KDE Contact (Data Steward)	Gary Martin	Updated	7/19/13
Description	As new students are enrolled the process referenced below should be followed to ensure accurate data collection and reporting as required by the Title III of the NO Child Left Behind Act of 2001		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> Title III of the <i>No Child Left Behind Act of 2001</i> http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf 		
How is data used	<ul style="list-style-type: none"> Federal Reporting Federal Funding Data system sharing: P20, CIITS 		
Noted Changes for current year	None		
Available Ad-Hoc & Reports	<ul style="list-style-type: none"> Immigrant Count Immigrant Missing Date Entered US School Immigrant Over 3 Years 		
Available Training	http://education.ky.gov/specialed/EL/Pages/Definition-of-English-Learners-and-Immigrant-Students.aspx http://education.ky.gov/specialed/EL/Pages/English-Learners-and-Immigrant--Resources.aspx http://media.education.ky.gov/KDE/OTL/WEBEX/2011-2012%20LEP%20Data%20Entry-Feb24_2012.arf To get the WebEx Player click here .		

17A	Identifying an Immigrant Student		
Campus Path:	Path: Census -> People -> Demographics Tab (this date will populate to the Identity tab once saved)		

There are two data entry fields that are required to meet eligibility criteria for immigrant.

Note: the fields appear in two separate sections of the Infinite Campus.

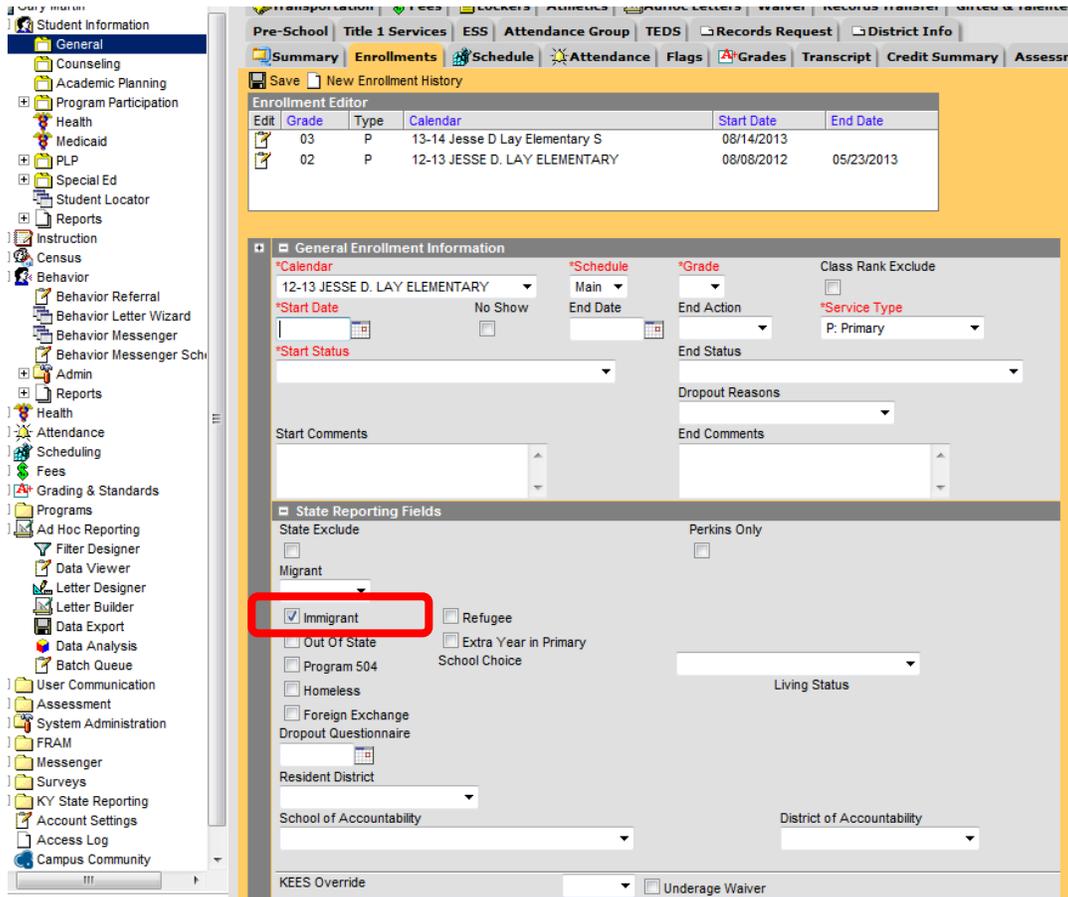
Path: Census -> People -> Demographics Tab (this date will populate to the Identity tab once saved)

The screenshot shows a web-based data entry form. At the top is a dropdown menu for 'Birth Country'. Below it are several input fields: 'Date Entered US', 'Date Entered US School' (highlighted with a red box), 'Birth Certificate', 'Original KY School Entry', and 'Nickname'. Each field has a small calendar icon next to it, indicating a date picker.

Date Entered US School: Enter month, day, year (##/##/##) the student **first entered a K-12**

program in a school in the United States. A student who has been attending one or more schools in any one or more States for more than three full academic years is no longer **classified 'immigrant'**. The U.S. Department of Education defines state as one of the 50 states, Puerto Rico and the District of Columbia.

Path: Student Information >General > Enrollments > New > State Reporting Fields



Immigrant: Under Title III NCLB, Immigrant student is defined as an individual who:

- (A) is aged 3 through 21;
- (B) was not born in any State (of the United States of America) the USDOE defines state as one of the 50 states, Puerto Rico and the District of Columbia. Adopted children from other countries and children born on military bases are included in this definition.
- (C) has not been attending one or more schools in any one or more States for more than 3 full academic years.

NOTE: An Immigrant student may or may not be an LEP student. An immigrant may or may not be a migrant and may or may not be a refugee.

Data Standard – LEP

19	LEP DATA Standards		
KDE Contact (Data Steward)	Gary Martin	Updated	7/23/13
Description	As new students from non-English language backgrounds are enrolled and continuing LEP (Limited English Proficient)/EL (English Learner) student records are updated, the processes referenced below should be followed to create and update LEP records and to ensure accurate data collection and reporting as required by Title III of the No Child Left Behind Act of 2001.		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • Title III of the <i>No Child Left Behind Act of 2001</i> http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf • 703 KAR 5:070 • Home Language Survey available at http://education.ky.gov/specialed/EL/Pages/English-Learners-and-Immigrant--Resources.aspx • 		
How is data used	<ul style="list-style-type: none"> • Federal Reporting • State Reporting • Federal Funding • State Funding 		
Noted Changes for current year	None		
Available Ad-Hoc & Reports	<p>Path: KY State Reporting LEP Extract</p> <p>KY LEP Extract</p> <p>The LEP extract is generated by Kentucky School Districts to aid in maintaining data at a district level throughout the year and for data verification for final data extract by KDE. The extract is to be continuously run to validate data for eventual submission of LEP by the State.</p> <p>Inclusion criteria:</p> <ul style="list-style-type: none"> • Students in Grades 00 - 14 • Student must have been enrolled during the date range entered in the extract editor. • Student must have an LEP record with a Program Status of LEP • Student must have at least one LEP Service Type with a date range that overlaps the date range specified in the extract editor. See page 14 for a list of Service Types. <ul style="list-style-type: none"> ○ If no end date on Service, assume end date = last instructional day of school year associated with student’s most recent enrollment by start date. • Student must have at least one LEP Instructional Accommodation with a date range that overlaps the date range specified in the extract editor. See page 18 for a list of Accommodation Types. Only accommodations marked 		

“Instructional” are considered.

- If no end date on Accommodation, assume end date = last instructional day of school year associated with student’s most recent enrollment by start date.
- ‘Home Primary Language’ field must be selected as a language other than English on Census.
- The LEP extract will include students who are withdrawn or inactive if they have an LEP record with a status of “LEP.”
- The district extract should produce ONE record per student.
- The state extract should produce one record per district per student.

The screenshot shows the 'KY LEP Extract' tool interface. At the top, there's a title bar. Below it, a paragraph explains that the LEP extract provides a list of students with LEP (Limited English Proficiency) records where English Proficiency = 02, LEP active during the current school calendar, and at least one Bilingual/ESL selection and one Instructional Accommodation. A note states that errors and warnings cannot be produced via the Batch Reporting Tool. The main area is divided into 'Extract Options' and 'Select Districts'. 'Extract Options' includes a 'Date Range' field set to 07/01/2012 to 06/30/2013, a 'Grade Level' dropdown menu currently showing 'All Grades' with a list of grades from 00 to 14, and a 'Format' dropdown set to 'State Format(CSV)'. 'Select Districts' is a scrollable list of Kentucky school districts. At the bottom, there are two buttons: 'Generate Extract' and 'Submit to Batch'.

Formats

Two formats are available: CSV and HTML. CSV is the most commonly used format and is needed for larger data sets. For smaller districts, HTML can be a quicker way to view the data in the report.

The warning report produces in HTML regardless of the format selection in the Extract Editor.

The LEP extract is generated by Kentucky School Districts to aid in maintaining data at a district level **throughout the year** and for data verification for a final data extract by KDE. **The extract is to be continuously run** to validate data for eventual submission of LEP by the State.

KDE will do a data extract from Infinite Campus State Edition of LEP enrollment on October 1 for Federal Reporting to the U.S. Department of Education.

FINAL data verification for final LEP data should begin May 1st for the entire school calendar year. Final data extract from Infinite Campus State Edition will be June 1st.

This data will be used for federal reporting and for district funding calculations.

The error/warning page is a report that runs when the user clicks the “Run Extract” button in the extract editor. The error/warning report will appear first. The user may then click the “Click Here” button to generate the actual report. The report generated will not include any student listed in the **critical error** section(s) of the report. Students listed in the **warning** section(s) are included.

Critical Error: The following records do not have a selection of Bilingual / ESL type or have only FEP selected as a Bilingual / ESL type. These students will NOT be included on the LEP extract. (Number of Records:1)

SchoolNumber	SchoolName	StateStudentID	LastName	FirstName	MiddleInitial
410	Knox Central High School	2032	MARICLE	JOHN	B

Critical Error: The following records do not have a selection of Instructional Accommodation. These students will NOT be included on the LEP extract. (Number of Records:1)

SchoolNumber	SchoolName	StateStudentID	LastName	FirstName	MiddleInitial
410	Knox Central High School	2032	MARICLE	JOHN	B

Critical Error: The following records have a Home Language selection of 0400: English. These students will NOT be included on the LEP extract. (Number of Records:2)

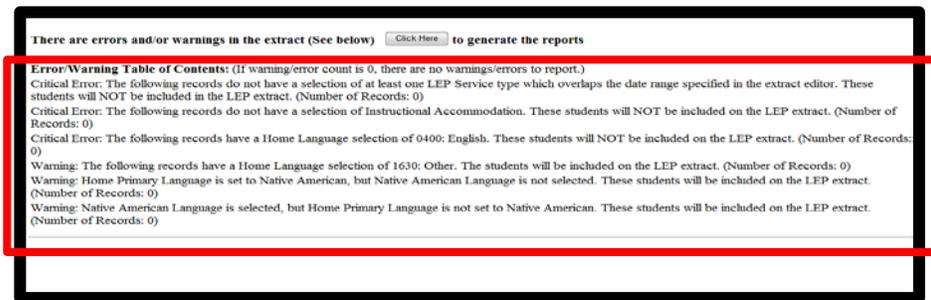
SchoolNumber	SchoolName	StateStudentID	LastName	FirstName	MiddleInitial
023	Knox County Middle School	27823	JACKSON	JEREMIAH	
430	Jesse D Lay Elementary School	30088	CRISTOBAL	EDDIE	A

Warning: The following records have a Home Language selection of 1630: Other. The students will be included on the LEP extract. (Number of Records:1)

SchoolNumber	SchoolName	StateStudentID	LName	FName	MiddleInitial
410	Knox Central High School	2032	MARICLE	JOHN	B

When all warning and critical errors are corrected, the Error/Warnings Table of Contents will show Number of Records: 0 after each category.

To generate the LEP report click the “click here” button.

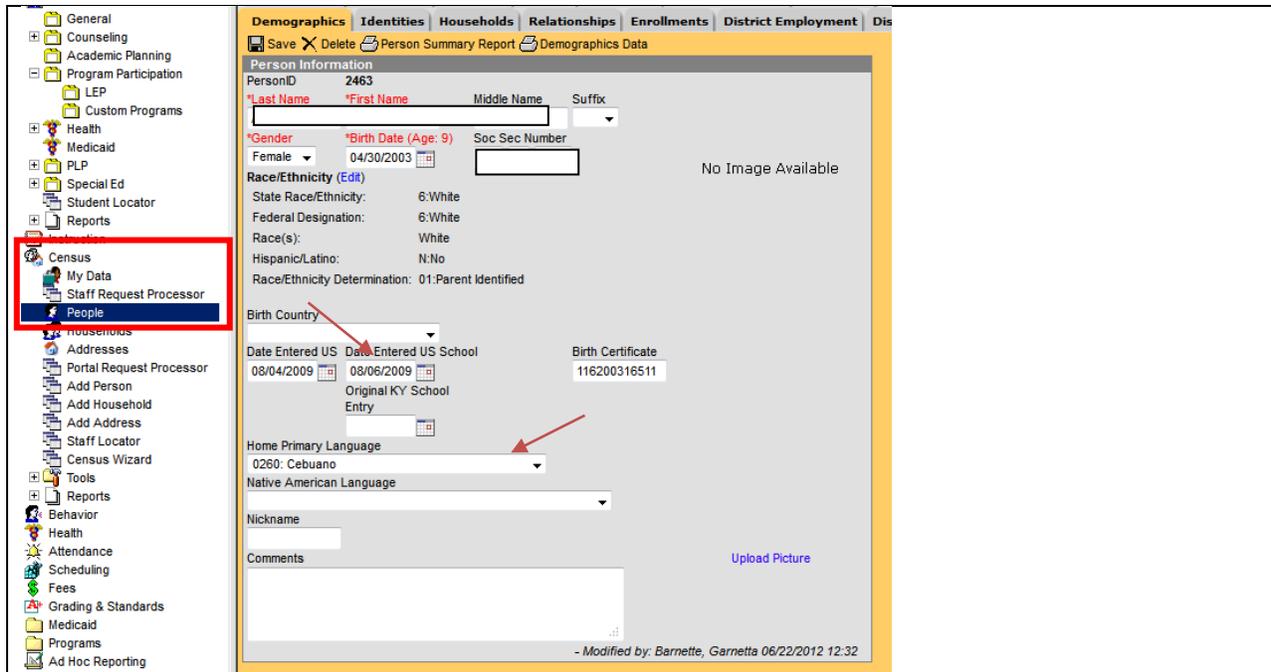


NOTE: All error/warnings must be cleaned up and LEP data verified by May 31. KDE will pull data from IC State edition on June 1. This data will be used for funding allocations and federal reporting.

Available

Campus Community

<p>Training</p>	<p>http://education.ky.gov/specialed/EL/Pages/Data-Collection-Reporting-and-Monitoring-for-Immigrant-and-LEP.aspx</p>
<p>19A</p>	<p>Creating an LEP Record: Demographics Tab</p>
<p>Campus Path:</p>	<p>Census People Demographics</p>
<p>Demographics Tab</p> <p>Ensure the Home Primary Language and First Entered US School fields are populated on the student's Demographics tab.</p> <p>Home Primary Language: To be identified as LEP the 'Home Primary Language' field must be selected as a language other than English. Choose from an alphabetical list of world languages. Selection of 1630: OTHER will result in a warning and the student will be included on the LEP extract. Home language is defined as the language most frequently spoken at home. This information is obtained through question 1 on the Home Language Survey available at http://education.ky.gov/specialed/EL/Pages/English-Learners-and-Immigrant--Resources.aspx. In the case of a foreign-born student living in an English speaking home of his/her adopted family, choose the student's native language. If a student's Home Primary Language is Native American, select Native American from the home language drop down menu. Then select the specific Native American Home Language from this drop down menu.</p>	



Native American Home Language: This drop down menu will only become available if under the Home Language drop-down tab, Native American is chosen. Choose from an alphabetical list of Native American languages. If the language is not on this list, choose *OTHER*.

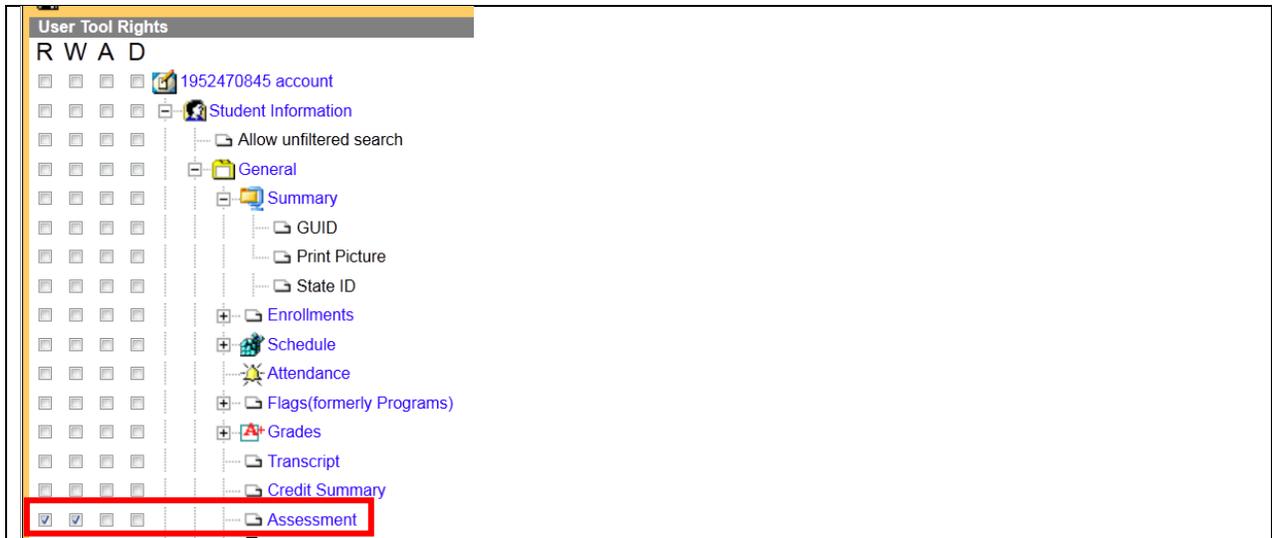
If additional information is added to the Demographics tab, save the additional information once entered.

19B	Creating an LEP Record: Entering W-APT Scores
Campus Path:	Student Information General Assessment

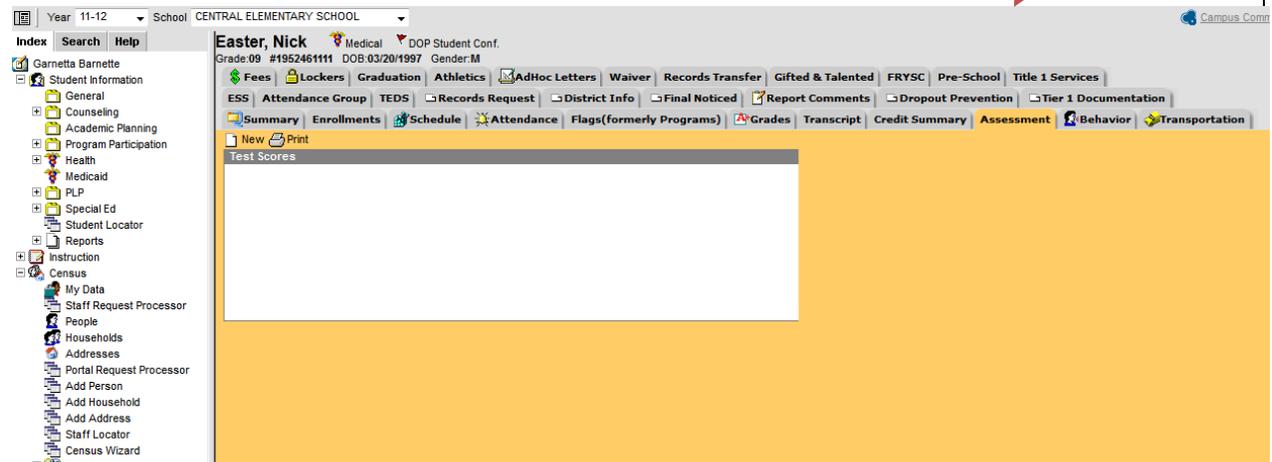
Tool Rights

PATH: *System Administration > User Security > User > Tool Rights*

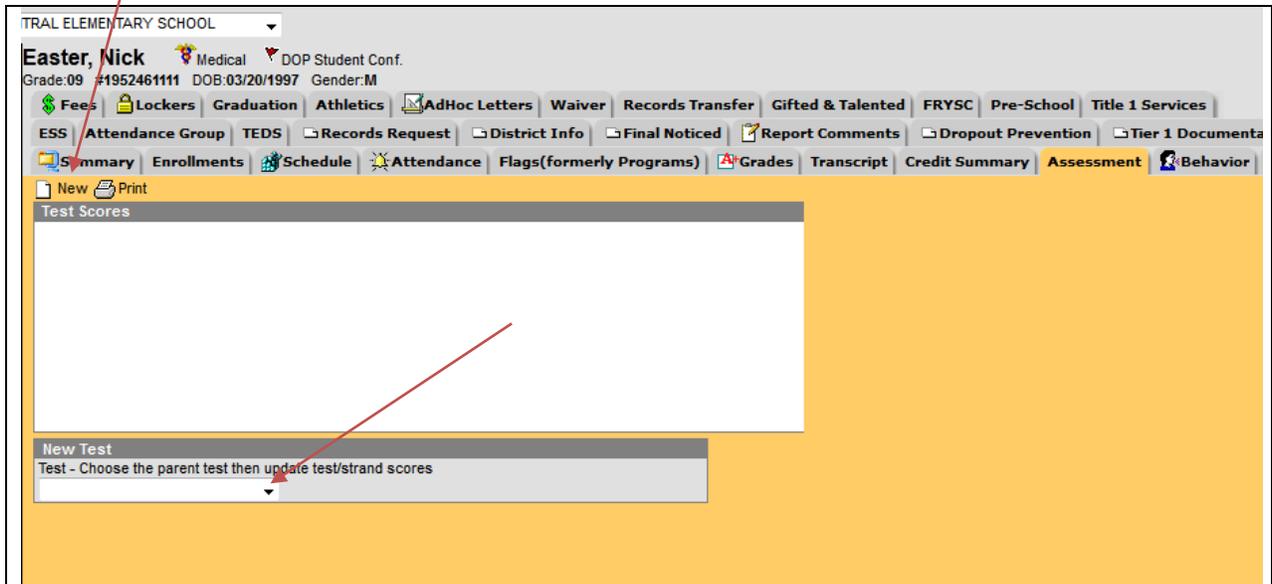
Users must be given at least **R**(ead) and **W**(rite) edits to the Assessment Tab in order to enter W-APT scores.



To enter W-APT scores, begin search for a student by selecting the Search tab. Enter the student's last name in the search field. Click Go. Select the student from the list of results. Navigate to the student's Assessment tab.



Select New and then open the Test dropdown list.



Scroll down to view more options until you see the W-APT test. Open the calendar to select the date the assessment was taken. Enter the selected student's Assessment Score for each component of the W-APT test:

Composite

Listening

Reading

Speaking

Writing



The W-APT scores are now part of the Assessment Tab.

The screenshot shows the Infinite Campus interface for student Jayne Craemer. The top navigation bar includes tabs for Fees, Lockers, Graduation, Athletics, AdHoc Letters, Waiver, Records Transfer, Gifted & Talented, FRYSC, Pre-School, Title 1 Servi, ESS, Attendance Group, TEDS, Records Request, District Info, Final Noticed, Report Comments, Dropout Prevention, and Tier 1 D. Below this is a secondary navigation bar with Summary, Enrollments, Schedule, Attendance, Flags(formerly Programs), Grades, Transcript, Credit Summary, and Assessment. The Assessment tab is active, showing a 'Test Scores' section with a tree view of scores: ACCESS Scale Score: Result, EXP7 Scale Score: Result, EXPLORE (KDE-EXPLORE) 09/01/2010 Scale Score:10 Result, W-APT (KDE-W-APT) 08/17/2012 (expanded to show Composite (LC) Scale Score: Result:4.1, Listening (LL) Scale Score: Result:4.6, Reading (LR) Scale Score: Result:4.6, Speaking (LS) Scale Score: Result:3.9, and Writing (LW) Scale Score: Result:3.8).

The Student's W-APT Scores are also now available in the LEP Assessments Tab (read-only).

Districts do **not** need to enter ACCESS scores. The Office of Assessment and Accountability (OAA) will push down the scores into Infinite Campus after the verification process.

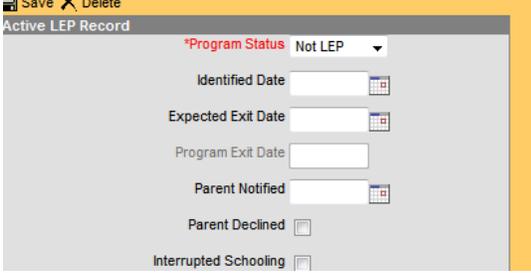
The screenshot shows the Infinite Campus interface for student Nick Easter. The top navigation bar includes tabs for LEP, LEP Assessments, LEP Services, and LEP Accommodations. The LEP Assessments tab is active, showing a 'LEP Test Scores' section with a tree view of scores: W-APT (KDE-W-APT) 08/31/2012 (expanded to show Composite (LC) Scale Score:5.6 Result, Listening (LL) Scale Score:5 Result, Reading (LR) Scale Score:4.9 Result, Speaking (LS) Scale Score:6 Result, and Writing (LW) Scale Score:4 Result).

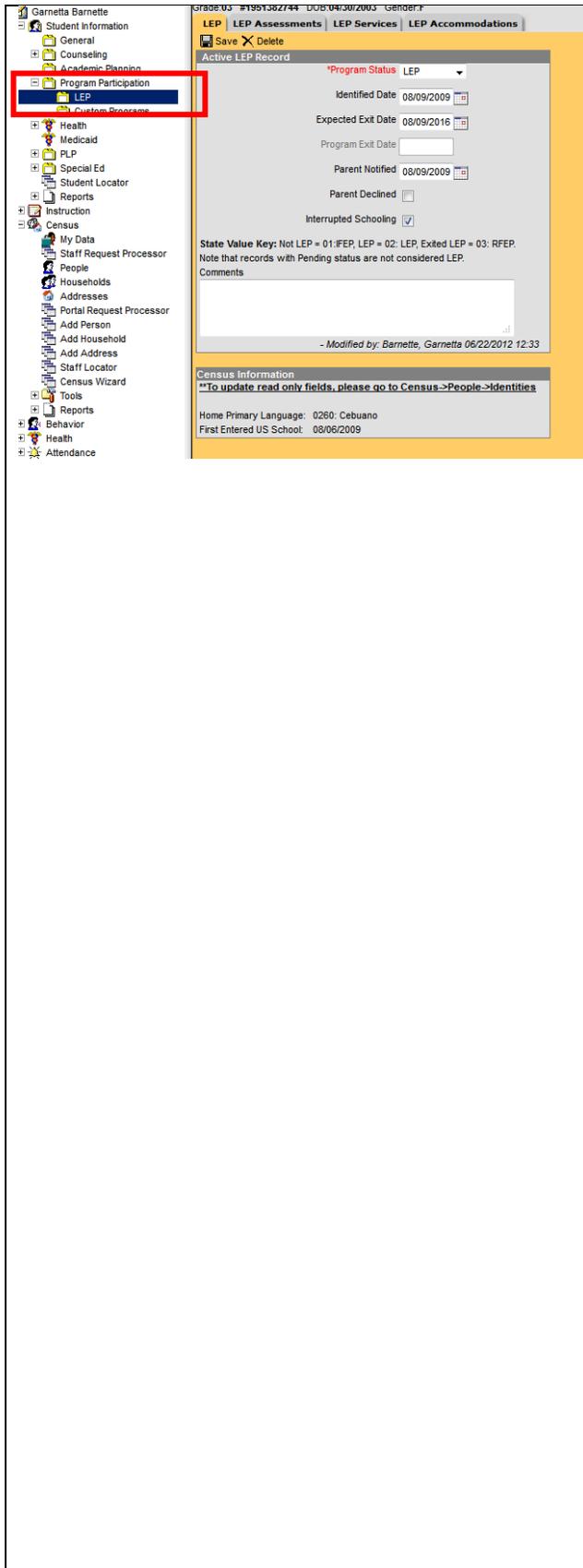
Campus Path: Student Information | Program Participation | LEP

1. Select the current Program Status based on student's W-APT or ACCESS Scores. This value indicates the student's **current** LEP status. See the **Program Status - Descriptions** table below for more information about each available option.
2. If the student has taken an Initial Determination Test (for example, the WAPT) and was found eligible, enter the **Identified Date**. This is the date the student was identified as eligible for an LEP program or services. If the student is eligible and currently receiving LEP services, enter the **Expected Exit Date**. This is the date the student is expected to exit the LEP program. LEP students are expected to reach English language proficiency within five to seven years of instruction in a language instruction educational program.
3. If the student is exiting their LEP program or services, enter the **Program Exit Date**.
4. If the student has taken an Initial Determination Test (such as the WAPT) and was found eligible for LEP services, enter the **Parent Notified** date. This is the date the student's parent(s) were notified of the test results and whether or not the student is eligible or not eligible for LEP services. The results of the English language screener and the instructional plan (PSP) must be shared with the parents within the first 30 days of the school year or within two weeks of enrollment during the school year. Written documentation and/or oral interpretation should be provided to parents/guardians, to the extent practical, in a language that they can understand.
5. If the student's parents were notified and refused LEP services, mark the **Parent Declined** checkbox.

6. Enter any **Comments** about the student's LEP record.

7. Select the Save button.

Program Status - Descriptions	
Program Status	Description
<p>Not LEP (IFEP - Initially Fully English Proficient)</p> 	<p>703 KAR 5:070 defines Not LEP (IFEP) as a student who is screened for English language proficiency because he/she comes from a non-English language background and upon initial assessment of English language proficiency scores Full English Proficiency (FEP). This initial screening assessment of English language proficiency should occur when the student first enters a school district in the United States. The student does not qualify as LEP because of their fully English proficient status.</p> <p>Select this option if a student has taken the WIDA Access Placement Test (W-APT) and scored a 5.0 overall composite to warrant Initially Fully English Proficient (IFEP).</p> <p>An IFEP student is not considered an LEP student and should not receive LEP services or have a Program Services Plan (PSP).</p> <ul style="list-style-type: none"> • IFEP status cannot be assigned to a kindergarten student. • A kindergarten student who has taken the W-APT test must be enrolled as an LEP student, have a PSP regardless of the score, and take ACCESS in January. • Grades 1-12 students identified as IFEP will not take ACCESS in January.
<p>LEP – (Limited English Proficient)</p>	<p>703 KAR 5:070 defines LEP as An individual:</p> <ol style="list-style-type: none"> a) Who is age 3 through 21. b) Who is enrolled or preparing to enroll in an elementary or secondary school. c) Who was born in the United States or whose native language is a language other than English (who is Native American or an Alaskan Native, or a native resident of the outlying areas and who comes from an environment where a language other than English has had a



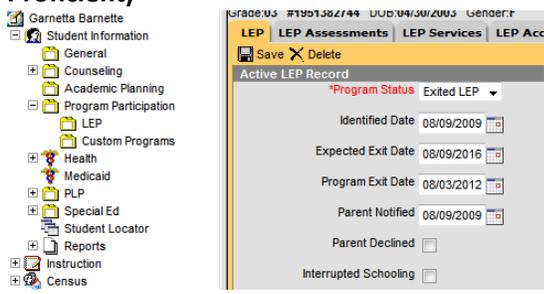
significant impact on the individual’s level of English Language Proficiency or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant).

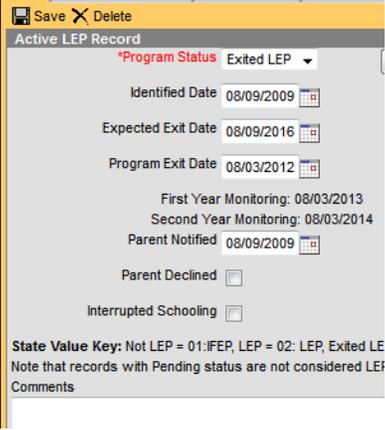
d) Whose difficulties in listening, speaking, reading or writing the English language may be sufficient to deny the individual:

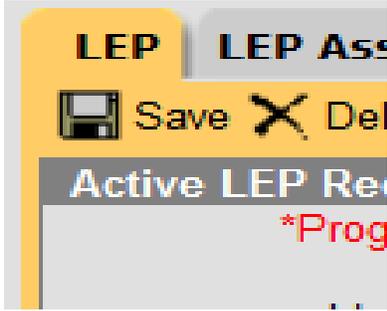
- i. The ability to meet the state’s proficient level of achievement on state assessments described in section 1111(b) (3).
- ii. The ability to successfully achieve in classrooms where the language of instruction is English or
- iii. The opportunity to participate fully in society.

Select this option if the student is identified as **LEP** as a result of the W-APT (below 5.0 overall composite) **or** has not yet met the exit criteria of 5.0 or higher Overall Composite Proficiency Level on a Tier B or a Tier C **AND** a Literacy Composite Proficiency Level of 4.0 or higher on a Tier B or C ACCESS for ELLS®) as a student in the 1st grade or above.

1. Record must have at least one LEP Service type selected.
2. Record must have at least one Instructional Accommodation selected.
3. For initial enrollment of an LEP student enter:
 - o the Identified Date: This date should reflect the date the student took the W-APT Screener/Initial Determination Test. This date is used to determine if the student is participating in an LEP program with a score below 5.0 overall composite on the W-APT - *- A kindergarten student who has taken the W-APT test must be enrolled as an LEP student, have a PSP regardless of the score, and*

	<p><i>take ACCESS in January to warrant Initially Fully English Proficient.</i></p> <ul style="list-style-type: none"> ○ the Expected Exit Date: the month, day and year (##/##/####) that an LEP student is expected to exit from LEP status. LEP students are expected to reach English language proficiency within five to seven years of instruction in a language instruction educational program. For students who had English instruction in the home country, allow 5 years. For students with no English instruction in the home country before entering a U.S. school, allow 7 years. ○ the Parent Notified date: the date the student's parent(s) were informed of <ul style="list-style-type: none"> ▪ W-APT test results ▪ that the student was initially eligible or not eligible for LEP services. <p>If the student's parents were notified and declined LEP services, mark the Parent Declined checkbox. Note: If the parent declines services, it is still necessary to choose the LEP Service Type: Sheltered English Instruction and LEP accommodations because this indicates that the student is being provided alternative instruction in the regular classroom based on Office for Civil Rights (OCR) program requirements for language minority children.</p>
<p>Exited LEP (RFEP -Re-designated Fully English Proficient)</p> 	<p>703 KAR 5:070 defines Exited LEP (RFEP) as a student who after having been designated LEP based on the initial assessment of English language proficiency, subsequently scores FEP on the assessment of English language proficient.</p> <p>Select this option if the student has reached the FEP Attainment level (meets the exit criteria of 5.0 or higher Overall Composite Proficiency Level on a Tier B or a Tier C <u>AND</u> a Literacy Composite</p>

	<p>Proficiency Level of 4.0 or higher on a Tier B or C ACCESS for ELLS®) as a student in the 1st grade or above.</p> <p>Enter Program Exit Date as the student’s first day of enrollment in the next school year. Click Save</p> <p>The saved record will calculate:</p> <p>First Year Monitoring: A read-only field calculated as exactly one year from the Program Exit Date.</p> <p>Second Year Monitoring: A read-only field calculated as exactly two years from the Program Exit Date.</p> <p>The Identified Date will remain the date the student was initially identified LEP.</p>
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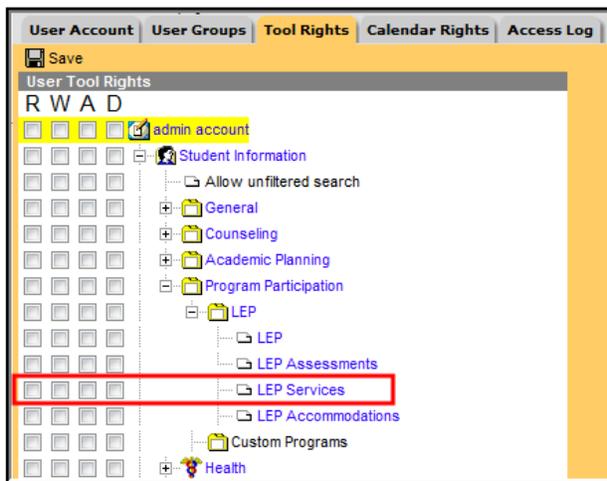
<p>Pending</p> 	<p>Pending - Student has been identified as possibly needing LEP services by the school through the Home Language Survey (HLS) but no formal LEP determination (W-APT) has been conducted.</p>
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LEP Tab Fields - Descriptions

Fields	Description
<p>Program Status</p>	<p>Indicates the student's LEP status. Options include:</p> <ul style="list-style-type: none"> • Not LEP (IFEP) - The student is not eligible/does not require an LEP program. • LEP - Student is currently receiving LEP services. • Exited LEP (RFEP) - Student has exited the LEP program. <p>Pending - Student has been identified as possibly needing LEP services by the school but no formal LEP determination has been conducted.</p>
<p>Identified Date</p>	<p>Indicates the date the student was identified as eligible for an LEP program or services. This date should reflect the date the student took the W-APT. This date is used to determine if the student is participating in an LEP program.</p>
<p>Expected Exit</p>	<p>Indicates the date the student is expected to exit the LEP program. Enter the month, day and year (##/##/####) that an LEP student is expected to exit from LEP status.</p>

Date	LEP students are expected to reach English language proficiency within five to seven years of instruction in a language instruction educational program. For students who had English instruction in the home country, allow 5 years. For students with no English instruction in the home country before entering a U.S. school, allow 7 years.
Program Exit Date	Indicates that date the student exited the LEP program. An LEP student exits the LEP program when the student has reached the attainment level (meets the exit criteria of 5.0 or higher Overall Composite Proficiency Level on a Tier B or a Tier C <u>AND</u> a Literacy Composite Proficiency Level of 4.0 or higher on a Tier B or C ACCESS for ELLS®) as a student in the 1 st grade or above. The program exit date is the month, day and year (##/##/####) of the student's first day of enrollment in the next school year. Federal reporting continues to track LEP students for two years beyond the date entered in this field. This information is reflected in the First Year Monitoring and Second Year Monitoring fields.
First Year Monitoring	A read-only field calculated as exactly one year from the Program Exit Date . This field is used by federal reports for tracking and reporting purposes.
Second Year Monitoring	A read-only field calculated as exactly two years from the Program Exit Date . This field is used by federal reports for tracking and reporting purposes.
Parent Notified	Indicates the date the student's parent(s) were notified about the student being eligible for LEP services.
Parent Declined	If marked, this field indicates the student's parent(s) declined LEP services.
Comments	Any comments related to the student's LEP record. 500 character maximum.
Fields	Description
Program Status	<p>Indicates the student's LEP status. Options include:</p> <ul style="list-style-type: none"> • Not LEP (IFEP) - The student is not eligible/does not require an LEP program. • LEP - Student is currently receiving LEP services. • Exited LEP (RFEP) - Student has exited the LEP program. <p>Pending - Student has been identified as possibly needing LEP services by the school but no formal LEP determination has been conducted.</p>
Identified Date	Indicates the date the student was identified as eligible for an LEP program or services. This date should reflect the date the student took the W-APT. This date is used to determine if the student is participating in an LEP program.
Home Primary	A read-only display of the student's currently Home Primary Language value.

Language	<p>⚠ This field is populated based on values set in the Home Primary Language field found on the Identities tab. This value MUST be set in order to create an LEP record.</p> <p>⚠ If no Home Primary Language value is established on the student's <u>Identities</u> tab, the default value established for the field within the Attribute/Dictionary will report in the Home Primary Language Field on the student's LEP tab.</p>
First Entered US School	<p>A read-only display of the date the student first entered a U.S. school.</p> <p>This field is populated based on the date entered in the First Entered US School field found on the Identities tab. This field is required to identify the student as LEP.</p>
Interrupted Schooling	<p>Student missed school a continuous month or more of the school year either because of withdrawal and subsequently re-enrolling, or because of absence.</p>
19D	Creating an LEP Record: LEP Services
Campus Path:	Student Information Program Participation LEP Services
<p>The LEP Services tab is used to keep track of LEP services a student receives while participating in an LEP program. Students may participate in several programs with varying start and end dates. Decisions about the type(s) of LEP Services provided are based on the student’s current level of English proficiency (W-APT scores or ACCESS Scores). Users should refer to the WIDA Can Do Descriptors www.wida.us that correspond to the English learner’s current level of proficiency prior to making decisions about LEP Service types. <u>LEP services DO NOT need to be end dated yearly.</u> However, they are to be reviewed yearly, within the first thirty days of the school year, as part of the PSP committee meeting. Decisions on beginning and ending LEP services provided to English Learners are based on the student’s most recent ACCESS Scores and corresponding level of English proficiency using the WIDA Can Do Descriptors as well as the current school context.</p> <p>Tool Rights</p> <p>PATH: <i>System Administration > User Security > User > Tool Rights</i></p> <p>Users must be given at least R(ead) and W(rite) edits to the LEP Services tool in order to edit LEP service records.</p>	



To enter a new LEP service:

Select the **New** button. The LEP Services Detail editor will appear below.

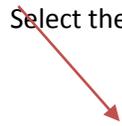
Enter the service **Start Date**.

Select the **Service Type**.

If the parent refused the service, check the **Parent Refused Services** and enter the **Date Refused** (if desired).

Enter any **Comments** about the service.

Select the **Save** icon. The service will appear in the LEP Services window.



The screenshot shows a web application interface for managing LEP services. At the top, there is a header with student information: "Grade:09 #28917 DOB:01/12/1998 Gender:M". Below this are three tabs: "LEP", "LEP Assessments", "LEP Services", and "LEP Accommodations". The "LEP Services" tab is active, showing a table with columns "Service Type", "Start Date", and "End Date". One row is visible with "SE: Sheltered English Instruction" and "04/25/2013". Below the table is a "LEP Services Detail" form, which is highlighted with a red border. The form includes fields for "Start Date", "End Date", and "Service Type" (a dropdown menu). There is also a checkbox for "Parent Refused Services" with a "Date Refused:" field, and a "Comments" text area.

End Dating LEP Services:

Decisions on beginning and ending LEP services provided to English Learners are based on the student’s most recent ACCESS Scores and corresponding level of English proficiency as well as the current school context. LEP services do not need to be end dated at the end of each school year. However, they are to be reviewed yearly, within the first thirty days of the school year, as part of the PSP committee meeting. When students transfer out of the district, LEP Services are to be end dated. To end date a service type that the student is no longer receiving.

Select the Service Type

Enter the date the service ends

Select the **Save** icon.

Grade:09 #28917 DOB:01/12/1998 Gender:M

LEP | LEP Assessments | LEP Services | LEP Accommodations

New Save Delete

Service Type	Start Date	End Date
CAT: Content area tutoring	07/16/2013	
SEI: Sheltered English Instruction	04/25/2013	

LEP Services Detail

*Start Date
04/25/2013

End Date
07/18/2013

*Service Type
SEI: Sheltered English Instruction

Parent Refused Services
Date Refused: _____

Comments

LEP Service Types - Description	
Content area tutoring	Programs that provide one-on-one or small group tutoring/assistance to ELLs during school hours in the content areas, including English language arts, mathematics, science and social studies. Tutoring is generally provided by teachers other than bilingual or ESL teachers and may be provided by an aide under the direction of a teacher.
Content-based ESL	Programs in which English is taught through the content areas of mathematics, English language arts, science and social studies
Developmental bilingual education	Programs (sometimes called "late-exit," "maintenance," or "one-way dual language" programs) that use the primary language of the ELLs as the medium of instruction.
Heritage language	Programs use the non-English language background (heritage language) of the students as the primary language of instruction to renew/reclaim that language (e.g., Native American languages). The program also provides instruction in and through English.
Pull-out ESL/Resource	Programs remove ELLs from general education classes to pre-teach, teach or re-teach English language skills and/or academic content covered by the general education classroom teacher.
Sheltered English instruction	Programs often serve ELLs from more than one language background. Instruction is in English and adapted to the student's English proficiency levels and provides modified curriculum-based content
Structured English immersion (Push-In)	Programs in which ESL teachers or bilingual instructional aides provide linguistic and academic support to ELLs in the general education classrooms
Transitional bilingual education	Programs use the primary language of the ELLs in instruction while they acquire English. The language of instruction for ELLs is gradually

	transferred into English only.
Two-way immersion	(sometimes called “two-way dual language”) - Programs are bilingual programs that serve English proficient speakers and English language learners (ELLs) in the same classroom. Both English and the primary language of the ELL are used in content and language arts instruction.

LEP Fields - Descriptions	
Field	Description
Start Date	The start date of the LEP service.
End Date	The end date of the LEP service.
Service Type	The type of service provided to the student.
Parent Refused Services	Indicates the parent refused the LEP service
Date Refused	The date the parent refused the LEP service. This is an optional field.
Comments	Comments about the LEP Service

Printing the Service History

Users can print a detailed history of a student's LEP services.



To print a student's LEP service history, click the **Print Service History** button. The report will appear in a separate window in PDF format.

Image 4: Printing a Student's LEP History

To print a student's LEP service history, click the **Print Service History** button. The report will appear in a separate window in PDF format.

10-11 Simmons Elementary <small>Generated on 11/21/2011 01:25:34 PM Page 1 of 1</small>	██████, Ashley - LEP Services Grade: 06 State ID: ██████ LEP Status: Date Identified: N/A Exit Date: N/A
---	--

Service Name	State Service Name	Start Date	End Date	Parent Refused	Con
Content Area Tutoring	Content Area Tutoring	01/06/2011		No	
Spanish Class	Heritage Language	01/05/2011	01/05/2011	Yes	
Oral Interpretation	Oral Interpretation	11/02/2010	12/29/2010	No	



19E **Creating an LEP Record: Accommodations**

Campus Path: **Student Information | Program Participation | Accommodations**

The LEP Accommodations tab is used to track and manage LEP Instructional and Assessment Accommodations provided to an English Learner during a school year and throughout a student's school career. Decisions about the type(s) of LEP Instructional and Assessment Accommodations provided are based on the student's current level of English proficiency (W-APT scores or ACCESS Scores). Users should refer to the WIDA Can Do Descriptors (www.wida.us) that correspond to the English Learner's current level of proficiency prior to making decisions about LEP Accommodations. Both instructional and assessment accommodations have start date and can be end dated. The LEP Accommodations Tab is used to keep track of LEP Instructional and Assessment Accommodations a student receives while participating in an LEP program. The English Learner's performance on the annual English Language Proficiency assessment in conjunction with professional judgment determines when accommodations are no longer required and should be end dated. **LEP Accommodations DO NOT need to be end dated each year.** However, LEP Accommodations are reviewed yearly, within the first thirty days of the school year, as part of the PSP committee meeting. Assessment accommodations must be consistent with the on-going delivery of instructional services (Instructional Accommodations). Implementation of Assessment Accommodations should not impact the content being measured. Allowable Instructional and Assessment Accommodations include those listed below. For detailed explanations of accommodations refer to 703 KAR 5:070

Entering LEP Accommodations

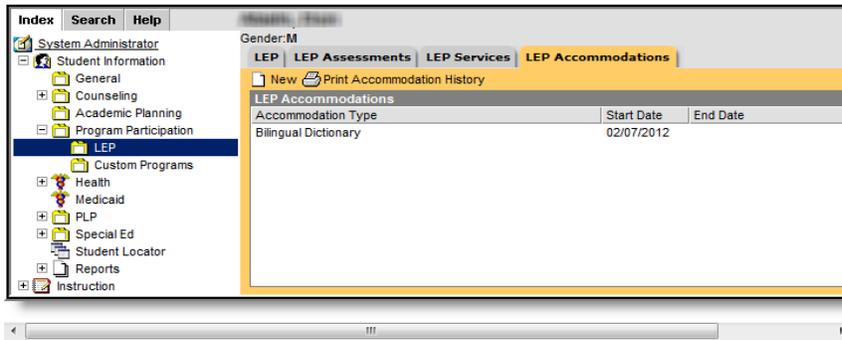
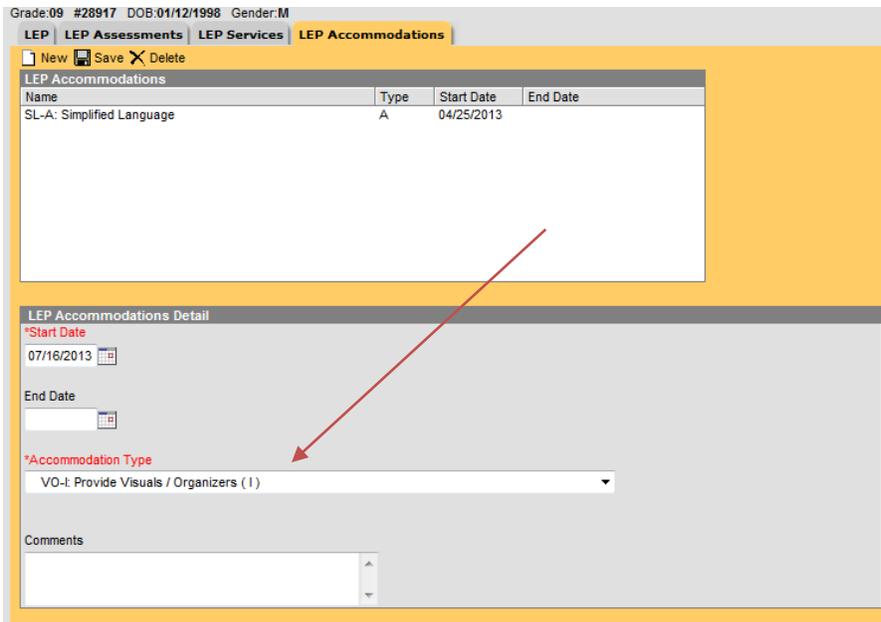


Image 1: LEP Accommodations

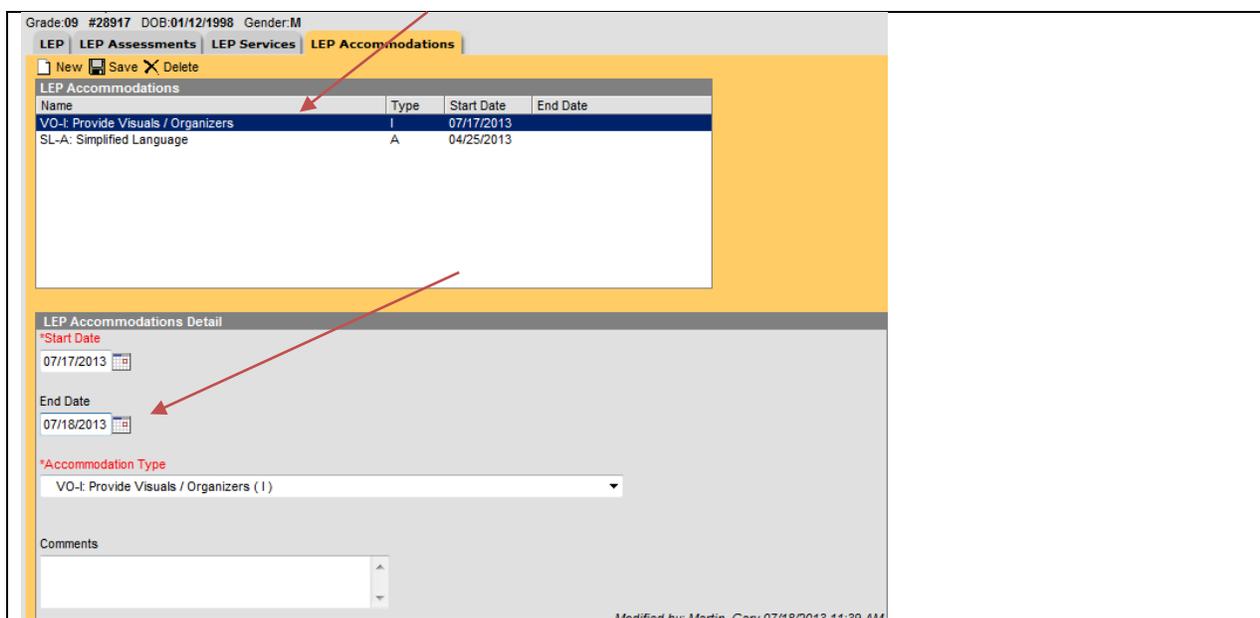
To enter a new LEP accommodation:

1. Select the **New** button. The LEP Accommodations Detail editor will appear on the right.
2. Enter the accommodation **Start Date**.
3. Select the **Accommodation Type**.
4. Enter any **Comments** about the accommodation.
5. Select the **Save** icon. The accommodation will appear in the LEP Accommodations window.



To end an LEP accommodation:

1. Select the **Accommodation**
2. Enter the **End Date** of the accommodation
3. Select the **Save** icon.



LEP Accommodations are to be reviewed yearly as part of the PSP committee meeting. LEP Accommodations DO NOT need to be end dated at the end of the year. When student transfers out of the district, all accommodations are end dated. Decisions on beginning and ending accommodations provided to English Learners are based on the student’s most recent ACCESS Scores and corresponding level of English proficiency. (See above for more detailed explanation.)

Code	Accommodation	Accommodation Type
RTE-I	Read Text in English	Instructional
SB-I	Scribe Response	Instructional
BED-I	Bilingual/English Dictionary	Instructional
PC-I	Prompting/Cueing	Instructional
VO-I	Provide Visuals/Organizers	Instructional
SP-I	Use Spellcheck	Instructional
CO-I	Provide Content Objectives	Instructional
AC-I	Engage in Academic Conversations	Instructional
MC-I	Meta-Cognitive Strategies	Instructional
ONLS-I	Oral Native Language Support	Instructional
RTP-I	Read Text in Primary Language	Instructional
ET-I	Extended Time	Instructional
SGSF-I	Small Group/Single Form Test	Instructional
AMT-I	Adapted Materials/Technology	Instructional
PL-I	Link Instruction to Prior Learning	Instructional
BK-I	Build Background Knowledge	Instructional

SR-I	Scaffold Responses	Instructional
BEG-I	Bilingual or English Glossary	Instructional
SL-I	Simplified Language	Instructional
AT-I	Assistive Technology	Instructional
API-I	Adapt Pace of Instruction	Instructional
CS-I	Use Computer/Software	Instructional
MC-I	Model Language/Task Completion	Instructional
IO-I	Interaction Opportunities	Instructional
LO-I	Provide Language Objectives	Instructional
RLC-A	Reader (w/limited conditions)	Assessment
SL-A	Simplified Language	Assessment
BED-A	Bilingual/English Dictionary	Assessment
ET-A	Extended Time	Assessment
ONLS-A	Oral Native Language Support	Assessment
AT-A	Assistive Technology	Assessment
SB-A	Use of Scribe	Assessment
BEG-A	Bilingual/English Glossary	Assessment
PC-A	Prompting/Cueing	Assessment

To print a student's LEP accommodation history, click the **Print Accommodation History** button. The report will appear in a separate window in PDF format.

06001 Aberdeen 06-1 District <small>Generated on 01/18/2012 11:27:11 AM Page 1 of 1</small>	Administrator, System - LEP Accommodation <small>Grade: State ID: LEP Status: Date Identified: N/A Exit Date: N/A</small>
---	---

INSTRUCTIONAL					
District Accommodation Name	State Accommodation Name	Start Date	End Date	Comment	
Extra Time	Extra Time	01/05/2011	01/10/2012		

ASSESSMENT					
District Accommodation Name	State Accommodation Name	Start Date	End Date	Comment	
German Dictionary	bilingual dictionary	01/18/2012			
Assistive Technology	Assistive Technology	01/07/2010	01/05/2011		

Campus Path:	Student Information > Student Locator
PURPOSE: To provide instruction on transferring student LEP records from one district to another using Infinite Campus.	
Definitions	
Former District	District in which student is transferring from; students previously enrolled district
New District	District in which student is transferring to; district student is enrolling

1. Former (Originating) District: prepping for transfer

- a. The former (originating) district must end-date the enrollment of the student before the new (receiving) district requests a transfer for all transfer functionality to work correctly.
- b. The former (originating) district must end date LEP Accommodations and LEP Services. See section 1D and 1E in this document for instructions on how to end date LEP Services and Accommodations

New District requests a student’s records transfer

Path: *Student Information > Student Locator > Enter last name, first name and gender*

- 1. Click Search

Name	State ID	Gender	Birth Date	%
Newton, Test2	2120359583	M	04/16/1995	100

- 1. Select appropriate student, if you hover over student’s name, you will see the student’s most recent enrollment in the state.
- 2. Enter required fields
 - a. **Last Name** will populate from student’s previous enrollment
 - b. **First Name** will populate from student’s previous enrollment
 - c. **Gender** will populate from student’s previous enrollment
 - d. **Birth Date** will populate from student’s previous enrollment
 - e. **Race/Ethnicity:** Select student’s race from drop list
 - f. **Calendar** will default to School Year and School selected
 - g. **Schedule:** Select appropriate schedule

- h. **Grade:** Select student’s current grade
 - i. **Start Date:** Enter date student enrolls in your school (first day of attendance)
 - j. **Start Status:** Select R21: Transfer from a KY school outside of district
 - k. **Service Type:** Select appropriate Service Type from drop list
3. Click **Save**. Student Records Transfer will show former district enrollment information
 4. Click Submit Request

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					

Status will then appear on screen

Status: Waiting for former district to release records.

The new district’s Process Inbox and the student’s Records Transfer tab will both display a waiting status until the former district responds. During this time, the new district will not know what district the student previously attended.

Former District responds to the records request

Process Inbox will display a Request to release records

Process Inbox				
X ! [Icon]	Process	Step	Posted Date	Due Date
X ! [Icon]	Records Transfer	Request for you to release:		09/15/2009

1. Select the link

Records Transfer Boaz, Kaeleb #

Student:	Enrollment Type: Primary			
Last Name: Boaz	First Name: Kaeleb	Middle Name: Michael		
Gender: M	Birthdate: 12/21/1992	SSN:		
Grade: 10	School: 09-10 LYNN CAMP HIGH SCHOOL	Start Date: 09/10/2009		
			Overlap:	Edit (08/04/2009-06/03/2010) 09-10 Warren Central High Scho Grade: 11

Requesting District & User

District: 201 Knox County	Name: System Administrator	Username: admin		
Request Date: 09/10/2009	Work Phone:	Email:		
Comments: None				

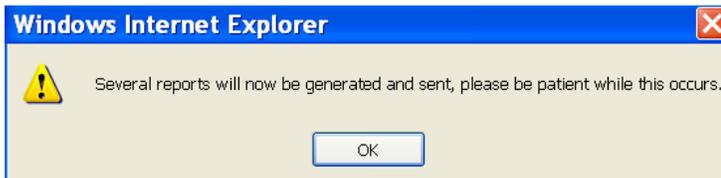
Releasing District & User

District: 071 Warren County	Name: System Administrator	Username: admin		
Release Date: 09/10/2009	Work Phone:	Email:		
Comments:				

NOTE: The Overlap indicator only appears if a student’s enrollment in his/her former district has not been ended. Overlaps can be resolved by selecting the Edit link. User will then be redirected to the student’s enrollment tab.

Overlap [Edit \(08/04/2009-06/03/2010\) 09-10 Warren Central High Scho Grade: 11](#)

1. Click release records



2. Click OK

Request Date: 09/17/2012 Work Phone: Email:

Comments
None.

Releasing District & User

District	275 JEFFERSON COUNTY PUBLIC SCHOOLS	Name	System Administrator	Username	admin
Release Date	09/17/2012	Work Phone		Email	

Comments
None.

Status: Records released to requesting district. Process Complete.

Transfer Documents

Transcript	HIGH SCHOOL REPORT CARD
Census Contact Summary	Portal Report Card
Extended Census Summary	IEP
Enrollment History	Special Ed Evaluation
Schedule	Special Ed Documents
Attendance Period Detail	PLP
Assessment Summary	PLP Documents
Behavior Summary	LEP
Health Condition Summary	LEP Services
Health Screening Summary	LEP Accommodations
Health Immunization Summary	

NOTE: The former district cannot preview or control which records are sent in the transfer. In addition, after a record is requested or released, it cannot be canceled.

New District receives released records from former district

New District will receive notice in Process Inbox 'Waiting'

Records transfers can be accessed in three areas of IC:

- Process Inbox
- Student Information | General | Student Records Transfer
- System Administration | Data Utilities | Student Records Transfer

NOTE: User group tool rights must be given to allow access to any of these areas.

New District Process Inbox

Process Inbox					
		Process	Step	Posted Date	Due Date
		Records Transfer	Waiting: Newton, Test2 2120359583	09/15/2009	

1. Select the link
2. **Transfer Documents** are **PDF documents** available for **download, saving** and/or **printing**.
3. **Data Imports** are **wizards** that can be ran to transfer data directly from the former district database to the new district database.

Receiving District Runs Import Wizards

User clicks on **LEP Import Wizard**

Receiving District User		System Administrator		Username	admin
District	275 JEFFERSON COUNTY PUBLIC SCHOOLS	Name		Work Phone	
Release Date	09/17/2012	Work Phone		Email	
Comments					
None.					
Status: Records released.					
Transfer Documents			Data imports		
Transcript	HIGH SCHOOL REPORT CARD	Transcript Import Wizard			
Census Contact Summary	Portal Report Card	Extended Census Import Wizard			
Extended Census Summary	IEP	Enrollment History Import Wizard			
Enrollment History	Special Ed Evaluation	Assessment Import Wizard			
Schedule	Special Ed Documents	Immunization Import Wizard			
Attendance Period Detail	PLP	Health Condition Import Wizard			
Assessment Summary	PLP Documents	Health Screening Import Wizard			
Behavior Summary	LEP	IEP Import Wizard			
Health Condition Summary	LEP Services	Special Ed Evaluation Import Wizard			
Health Screening Summary	LEP Accommodations	Special Ed Documents Import Wizard			
Health Immunization Summary		PLP Import Wizard			
		PLP Documents Import Wizard			
		KY State Reporting Import Wizard			
		LEP Import Wizard			

NOTE: If an item has been crossed out such as ~~PLP Import Wizard~~ above, then the student's record did not contain this item in the former district.

NOTE: Be aware that running import wizards multiple times for a student can result in duplicate records.

Student Records Transfer - LEP Import

Import LEP record from 275 JEFFERSON COUNTY PUBLIC SCHOOLS
Enter the transferred data from the releasing district into your own local database.

*Program Status

Identified Date

Expected Exit Date

Program Exit Date

Parent Notified

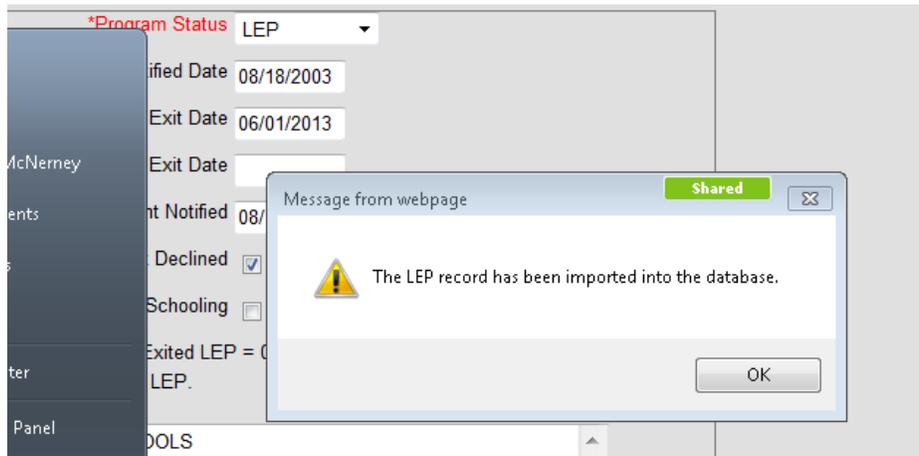
Parent Declined

Interrupted Schooling

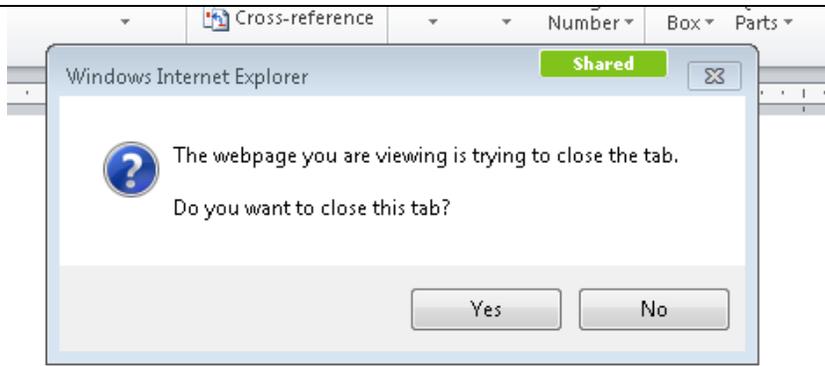
State Value Key: Not LEP = 01:IFEP, LEP = 02: LEP, Exited LEP = 03: RFEP.
Note that records with Pending status are not considered LEP.

Comments

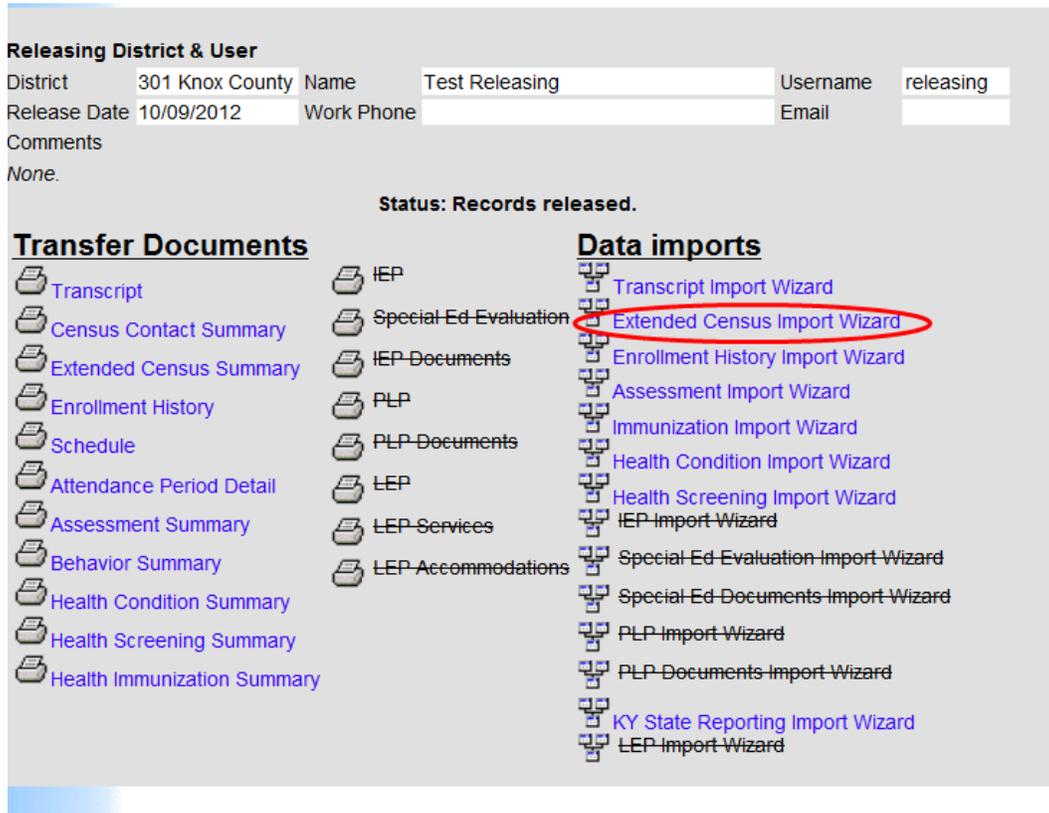
a. Once user has verified information is correct, they choose "save". A confirmation pops up:



b. An additional box pops up confirming the user wants to close the save dialog; click yes.



- c. User is now redirected back to the summary/import screen.
- d. User must also run the **Extended Census Import Wizard** in order to pull over First US School and other key demographic information such as Primary Home Language. Ideally a clerk or admin who is transferring students in this way will run all the imports, but the **Extended Census and LEP imports are relevant to LEP.**



- e. From the Summary/Import screen, click on Extended Census Import Wizard.

Student Records Transfer - Extended Census Import

Import Census records from 275 JEFFERSON COUNTY PUBLIC SCHOOLS

Enter the transferred data from the releasing district into your own local database.

Values entered in the 'Value to Save' column will be saved into the student's current identity record.

	Current Value	Imported Value	Value to Save
Birth Country	Antarctica		80: Antarctica ▾
Date Entered US			<input type="text"/>
Date Entered US School	08/14/2003	08/23/2001	08/14/2003
Home Primary Language	Spanish	Spanish	Spanish ▾
Native American Language			<input type="text"/> ▾
Birth Verification			<input type="text"/> ▾
NickName		FERNANDA	FERNANDA <input type="button" value="Save"/>

Note that the user has the ability here to view the value in the receiving district (current value) as well as the imported value (from original district) and to choose one of these values.

Data Standard – Preschool

20	Preschool		
KDE Contact (Data Steward)	Annie Rooney French	Updated	7-19-2013
Description	Kentucky Preschool Program The preschool tab is required for all state-funded students in grades 97, 98 and 99 served in a classroom setting		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • The Preschool Regulations: http://education.ky.gov/educational/pre/pages/regulations.aspx • Kentucky Early Childhood Resources: http://education.ky.gov/educational/pre/Pages/Early-Childhood-Resources.aspx 		
How is data used	<ul style="list-style-type: none"> • Data is used to determine funding for the preschool program • Federal Reporting • Data Sharing between systems: CIITS & P20 		
Noted Changes for current year	KDE will continue to collect the Fall Enrollment count on Dec. 15 and the Spring Enrollment Counts on March 15.		
Available Ad-Hoc & Reports	<ul style="list-style-type: none"> • Preschool Y4 at risk • Grade 97 with Disabilities • Grades 98 and 99 with Dis • PreSchool 99, OI, not HS or SPED • New detail reporting option (student-level) on Preschool Enrollment Count 		
Available Training	<p>Preschool Fall Enrollment Count December 1, 2011-November 10, 2011</p> <p>Infinite Campus Preschool Training II-April 21, 2011</p>		

20A	Entering a Preschool Record
Campus Path:	Path: Student > General> Preschool Tab

PreSchool

***Enrollment**

***Start Date**

End Date

Preschool Type

Disabled State Fund

Head Start

Up to 150% of the Fed. Poverty

Head Start Enhanced

Over Income Preschool

Other, Specify

 Other

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

***Setting**

Home Visit 1

Home Visit 2

Assessment Instrument Used

Assessment Modality

Enrollment: Select the student’s enrollment from the dropdown list.

Start Date: Enter date of entry into Preschool Service

Preschool Type: Check all that apply

- Disabled State Fund (children with an IEP served in the classroom)
- Head Start
- Up to 150% of the Federal Poverty Level (at-risk)
- Head Start Enhanced
- Over Income Preschool
- Other, Specify (funding source: for example - Title I, tuition, district funds)

Setting: Select from dropdown menu the appropriate setting where children are receiving services.

- 01: Public School
- 02: Home
- 03: Head Start
- 04: Contracted, Private Setting

Assessment Instrument Used: Select the appropriate assessment from the dropdown list:

- AEPS 0-3 yrs E-LAP
- AEPS 3-6 yrs LAP-3
- Brigance HELP 0-3 yrs
- Carolina Infant Toddler HELP 3-6 yrs
- Carolina Preschool Ounce
- COR-IT Work Sampling 3 yrs
- COR-Preschool Work Sampling 4 yrs
- Creative Curriculum IT2 Work Sampling Head Start 3 yrs
- Creative Curriculum Preschool Work Sampling Head Start 4 yrs
- Teaching Strategies GOLD™

Assessment Modality: Select the appropriate modality from the dropdown list:

- Paper protocol
- Publisher's online
- Publisher's disc

Family Component: Check all that apply (Only for children receiving state-funded preschool services)

- 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: Enter date of first home visit

Home Visit 2: Enter date of second home visit

Note: Do not fill out the Preschool Tab for children receiving KSI/RTI intervention if they are not income eligible. This tab is only for eligible children. Also, do not fill out this tab for children who receive special education only services (service type "N"). These children are not receiving special education services in the classroom. You may fill out this tab for Head Start children served through the school district or in a school building and mark the Preschool Type as "Head Start".

Data Standard – Special Education

1	Special Education Data Standards		
KDE Contact (Data Steward)	Nick Easter	Updated	7/1/13
Description	<p>The purpose of the Special Education 2012-2013 Data Standards document is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. This document provides a series of screen shots and an explanation of the data elements required for state and federal reporting needs. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state</p>		
Data Standard Reg sites, data use, etc.	<p>The Kentucky Administrative Regulations</p>		
How is data used	<p>Data is use to meets Federal Reporting Requirements under Sec. 618 of the IDEA</p> <ul style="list-style-type: none"> • December 1 Child Count • Special Education Exit Report • Special Education Behavior Report – Expulsions • Special Education Behavior Report – Removals • IAES End of Year Reporting 		
Noted Changes for current year	<p>Changes to Editor Based Conference Summary (removal of the Evaluation Date). Addition of KY Consent form, addition of SSP7: Restraint and SSP8: Seclusion.</p>		
Available Ad-Hoc & Reports	<p>SPED EOY Behavior Data; IDEA Dec 1 Count Extract; Special Ed Exit Report; Caseload Summary Report</p>		
Available Training	<p>Additional resources can be found on the Student Information System – Special Education Webpage.</p> <p>Instructional Documents</p> <p>Transfer of Student Special Education Records Help with Ad-hoc reporting Infinite Campus Ad Hoc Query Instructions Infinite Campus Ad Hoc Field Descriptions Infinite Campus Ad Hoc Tool Rights IDEA December 1 Child Count Special Education In Infinite Campus Questions and Answers Document User Rights for Special Education in IC</p>		

	<p>Instructions on Creating Template Banks in I.C. Special Education Private School Enrollment Special Education Student Enrollment Infinite Campus Combine Student Instructions</p>																															
<p>1A</p>	<p>Enrolling a Student</p>																															
<p>Campus Path:</p>	<p>Student Information Student Locator</p>																															
<p>Student Locator should always be used to enroll a student</p> <div data-bbox="186 562 1268 1228"> <table border="1"> <tr> <td data-bbox="186 562 544 604">Last Name</td> <td data-bbox="544 562 803 604">Doe</td> <td data-bbox="803 562 966 604">Name</td> <td data-bbox="966 562 1063 604">State ID</td> <td data-bbox="1063 562 1161 604">Gender</td> <td data-bbox="1161 562 1258 604">Birth Date</td> <td data-bbox="1258 562 1268 604">%</td> </tr> <tr> <td data-bbox="186 604 544 646">First Name</td> <td data-bbox="544 604 803 646">Jack</td> <td colspan="5" data-bbox="544 604 1268 1165" rowspan="6">No matches found</td> </tr> <tr> <td data-bbox="186 646 544 688">Gender</td> <td data-bbox="544 646 803 688">M</td> </tr> <tr> <td data-bbox="186 688 544 730">Birth Date</td> <td data-bbox="544 688 803 730"></td> </tr> <tr> <td data-bbox="186 730 544 772">Middle Name</td> <td data-bbox="544 730 803 772"></td> </tr> <tr> <td data-bbox="186 772 544 814">SSN #</td> <td data-bbox="544 772 803 814"></td> </tr> <tr> <td data-bbox="186 814 544 856">State ID</td> <td data-bbox="544 814 803 856"></td> </tr> <tr> <td colspan="2" data-bbox="186 856 544 898"> <input type="button" value="Search-->"/> </td> <td colspan="5" data-bbox="885 1165 1268 1228"> <input type="button" value="Create New Student >"/> </td> </tr> </table> </div> <p>If student is not found, 'Create a New Student'</p> <p>Identity Info Section</p>		Last Name	Doe	Name	State ID	Gender	Birth Date	%	First Name	Jack	No matches found					Gender	M	Birth Date		Middle Name		SSN #		State ID		<input type="button" value="Search-->"/>		<input type="button" value="Create New Student >"/>				
Last Name	Doe	Name	State ID	Gender	Birth Date	%																										
First Name	Jack	No matches found																														
Gender	M																															
Birth Date																																
Middle Name																																
SSN #																																
State ID																																
<input type="button" value="Search-->"/>		<input type="button" value="Create New Student >"/>																														

Identity Info			
*Last Name	*First Name	Middle Name	Suffix
<input type="text" value="Doe"/>	<input type="text" value="Jack"/>	<input type="text"/>	<input type="text" value=""/>
*Gender	*Birth Date	Soc Sec Number	
<input type="text" value="Male"/>	<input type="text" value="7/2/1996"/>	<input type="text"/>	<input type="text"/>
Race/Ethnicity			
*Is the individual Hispanic/Latino?			
<input type="text" value=""/>			
*Is the individual from one or more of these races? (check all that apply)			
<input type="checkbox"/> American Indian or Alaska Native			
<input type="checkbox"/> Asian			
<input type="checkbox"/> Black or African American			
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander			
<input type="checkbox"/> White			
State Race Ethnicity			
<input type="text"/>			
*Race/Ethnicity Determination			
<input type="text" value=""/>			

Last Name: The last name given to a student at birth or legal court documents, as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate.

First Name: The first name given to a student as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate. The first name should contain the proper first name of the student, please do not use nicknames here.

Middle Name: The middle name given to a student as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate. If a student does not have a middle name, it should be left blank. If only the middle initial is given, do not put punctuation at the end of the letter. If a female student is married, it is acceptable to put the maiden name in the middle name field. If a student has more than one middle name, please place both names in the middle name field.

Gender: Select student’s gender from drop down menu - Male or Female

Birth Date: Enter month, day, year (##/##/##) on which the student was born. Age on all special education state reports will be calculated on the student’s data of birth.

Race/Ethnicity:

Is the student Hispanic/Latino? Select from the drop list yes or no based on the federal definition - Hispanic or Latino means a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic/Latino or Latino.”

Is the individual of one or more of these races? Select one or more races based on the federal definitions listed below:

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast

Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the Black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Race/Ethnicity Determination: Select from the drop list the option that identifies how the race/ethnicity was determined.

- 01: Parent Identified
- 02: Self Identified
- 03: Observer Determined
- 04: Unknown

1B General Enrollment Information Fields

Campus Path: Student Information | General | Enrollment Tab

General Enrollment Information Fields:

The screenshot shows a form titled "General Enrollment Information" with the following fields and values:

- Calendar:** 11-12 Knox Central High School
- Schedule (read only):** MAIN
- *Grade:** 12
- Class Rank Exclude:**
- *Start Date:** 08/03/2011
- No Show:**
- End Date:** (empty)
- End Action:** (empty)
- *Service Type:** P: Primary
- *Start Status:** E01: First enrollment of the year
- End Status:** (empty)
- Dropout Reasons:** (empty)
- Start Comments:** (empty)
- End Comments:** (empty)

Grade: Use drop down menu to select grade level of student, 95-infants, 96-1 year olds, 97 – 2 year olds, 98 – 3 year olds; 99 – 4 year olds; 0 – Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 14

NOTE: Grade 14 may only be selected for Special Education Students participating in Alternate Assessment, as determined by the student’s Admissions and Release Committee and documented on his or her IEP. This student must turn 17 years of age on or before October 1st of current school year and must have progressed through a grade 12 assessments.

Start Date: Enter the date in which enrollment began

Start Status: Select appropriate entry or re-entry code (State defined codes). Student must be enrolled on the first day of school and a start status selected to be placed in the pool of students that may be

reported on the Special Ed Exit Report. If student is a No Show, select NS from the drop list. Once the record is saved, the No Show checkbox will be selected. If student later enrolls in school this record should NOT be changed; instead a new enrollment record must be created.

End Date: Enter ending date of student’s selected enrollment

End Status: Select appropriate withdrawal code (State defined codes)

Service Type: Indicates the type of enrollment and the intended service the student receives.

P: Primary – Select at school of accountability for student

S: Partial – Students who attend multiple schools in KY, the school of accountability should select P: Primary and the second school should choose S: Partial.

N: Special Ed Services Only - Students who attend school less than a full day due to the requirements of the student’s IEP or who attend just for special education services/related services, i.e., Private School or home school students who attend the district for special education/related services only.

State Reporting Fields:

State Exclude: Check this box if student is being tracked in the SIS for special education reporting only; therefore, attendance is not tracked for student. This will allow users to exclude students on monthly attendance reports and applicable state reports.

Resident District: Select district of resident if student is receiving services in the district but resides in another district, *this element will be utilized on the IEP Enrollment Editor and the Private School Service Plan.*

***Note: Home Language is now located on Campus Path: Census > People > Demographics**

Home Language: Choose from an alphabetical list of world languages. Home language is defined as the

language most frequently spoken at home. This information is obtained through question 1 on the Home Language Survey available on TransACT. **In the case of a foreign-born student living in an English speaking home of his/her adopted family, choose the student’s native language.** If a student’s Home Language is Native American, select Native American from the home language drop down menu. The next data element, Native American Home Language will become active. Then select the specific Native American Home Language from this drop down menu. *This element will be utilized on the IEP Enrollment Editor and the Private School Service Plan.*

Special Ed Fields:

*The IDEA December 1 Child Count pulls Special Ed Status and Setting from the student’s IEP Enrollment Status Editor. To be included on the child count report, data for the child MUST be populated on the IEP Enrollment Status editor, as shown [HERE](#).

If student is determined ‘Not eligible’ for special education services, the information MUST be populated on the Enrollment tab.

***Special Ed Status:** From the drop list, select the option that defines the student’s status within the special education process at a specific school location and assists in the determination as to whether this student will be included in the school’s December 1st Child Count.

Reference code file table [HERE](#).

Primary Disability: This field is read only in this area and is populated when the user follows the below steps:

1. Select the Primary Disability on the Conference Summary | Eligibility/Continued Eligibility
2. Save and lock the document
3. Creates a KYIEP | Enrollment Status editor using the ‘Get Status from Evaluation’ button
4. Lock and Save the KYIEP
5. Primary Disability will write to the Enrollment Tab | Special Ed Section

Full Funding: Check this box if according to a student’s IEP, the local board has approved a shortened school day/week and appropriate documentation has been forwarded to DLS, the school is eligible for full funding for this student. This selection is required to determine the adjustment to be made to SAAR (Superintendent’s Annual Attendance Report).

Note: This student MUST also be placed in the Partial Day Attendance Group (contact your school attendance clerk).

***Setting:** From the drop list, select the appropriate LRE description. LRE settings are based upon student’s age as of December 1st.

Reference code file table [HERE](#)

Date Eligible but Refused: Enter the month, day and year, if applicable, to indicate a parent(s) has declined special education services.

Special Ed Exit Status: From the drop list, select the reason the student is no longer receiving Special Education and Related Services

Note: Please verify that the special education exit status corresponds with the appropriate general enrollment end status, if applicable.

Code	Description
01	Transfer to Regular Education
02	Graduated with a Diploma
03	Certificate of Attainment
04	Maximum Age

Code	Description
05	Deceased
06	Moved, Known to Continue
07	Dropped Out

Special Ed Exit Date: Enter month, day and year in which the student was released from special education services

Note: Please verify that the special education exit date corresponds with the appropriate general enrollment end date, if applicable.

Part C ID: This is the Student Identification number assigned to infants and toddlers who have been identified and receiving services under the state’s Part C, Program known as First Steps. Part C refers to the part of the Individuals with Disabilities Education Act that provides for services to Infants and Toddlers with disabilities ages birth through two (until their third birthday). Schools and districts must track and report if these children have been referred for services under Part B and if so when Part B eligibility status is determined, and if eligible when services began. The Part C ID number is currently provided to either the District’s Preschool Coordinator or Director of Special Education four times during the school year. This information is made possible through a Memorandum of Understanding between the Kentucky Department of Education and the Cabinet for Health and Family Services, which administers the Part C program in Kentucky.

Reference addendum [First Steps Referral Process in Infinite Campus](#) [HERE](#)

1C	Behavior Management
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Campus Path:	Student Information Behavior Admin Event Types
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Behavior data entry was previously entered under Student Information | General | Behavior Tab
NOTE: Data entered into the Behavior Management Tool will display as read only on the student's behavior tab.

NEW LOCATION: Behavior | Behavior Management Tool

Incident Detail Information

An incident is a group of behavior events linked by time and proximity. Events do not have to be related nor have the same participants to be grouped together in an incident. So there could be multiple events attached to one incident.

Incident Detail Information
 This section stores information specific to the incident and will be shared on all participant's behavior tab. Add Event/Participant button will not be enabled until all required fields are filled.

	Status In Progress ▾	Submitted Date: Submitted By: ▾	
*Alignment Discipline ▾	Title <input style="width: 100%;" type="text"/>		
*Date of Incident 08/03/2012 <input type="text"/>	*Time of Incident 08:29 AM <input type="text"/>	Damages \$ <input style="width: 50%;" type="text"/>	
Context ▾	Context Description <input style="width: 100%;" type="text"/>		
Behavior Event Location SSL1: Classroom ▾	Location Description <input style="width: 100%;" type="text"/>		
Details <div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>			

Status: Select from the drop list the status of Incident detail

- In Progress
- Completed

Submitted by: Select from the drop list the staff that reported the behavior incident detail

Alignment: Select from the drop list the type of incident

- Discipline (*negative*)
- Award (*positive*)

Title: Enter a brief description of incident as a whole, i.e., Fight at Assembly

Date of Incident: Enter the date the incident occurred. This field defaults to the date the record is created.

Time of Incident: Enter the time the incident occurred. This field defaults to the time the record is created.

Context: Select from the drop list the context of the incident

- SS: School sponsored event, during school hours
- SN: School sponsored event, not during school hours
- NS: Non-school sponsored event, during school hours
- NN: Non-school sponsored event, not during school hours

Behavior Event Location: Select from the drop list the location in which the incident occurred

- SSL1: Classroom
- SSL2: Bus
- SSL3: Hallway/Stairwell
- SSL4: Cafeteria
- SSL5: Campus Grounds
- SSL6: Off-Campus
- SSL7: Restroom
- SSL8: Gymnasium

Event Type: Select from the drop list the infraction

Call to Police: Select checkbox if event resulted in a call to police

Arrest: Select checkbox if event resulted in an arrest

Charges: Select checkbox if event resulted in charges being filed

Gang Related: Select checkbox if event was gang related

Civil Proceedings: Select checkbox if event resulted in civil proceedings

Events and Participants Detail

Events and Participants
 This section will store event and participant information. Event Details will be shared across participants. Participant Details will only be displayed on that person's behavior tab.

Event Details

*Event Type:

Demerits: 0 State Code: 01: Board Violation Category:

Call Police Arrest Violence Indicator

Gang Related Civil Proceedings Charges

Law Violation

Board Violation

Participant Type

This field will display as **read only** based on the State Code mapping via System Administration

Law Violation: Select from the drop list the law violation if applicable

Board Violation: Select from the drop list the board policy violation if applicable

NOTE: If the event could be coded as a board AND a law violation, the law violation should be selected

NOTE: Behavior Reporting will include **all** incidents of assault, violence, use of weapons, alcohol, drugs, controlled substance (tobacco use), bullying and harassment **regardless of event resolution**. Behavior reporting will now produce a section of data that is **NOT** filtered based on resolutions of SSP1, SSP2, SSP3 or SSP5.

For an event that results in a resolution of SSP1, SSP2, SSP3 or SSP5 a selection of a law or board violation must be selected to save event.

Law Violation: Select from the drop list the law violation if applicable; codes **highlighted** below will be

reportable to KDE			
Code	Code Description	Code	Code Description
11	Criminal Homicide	1851	Barbiturates Possession and Use
20	Forcible Rape	1852	Barbiturates Distribution
30	Robbery	1861	Heroin Possession and Use
50	Burglary	1862	Heroin Distribution
60	Larceny - Theft	1871	Cocaine/crack Possession and Use
70	Motor Vehicle Theft	1872	Cocaine/crack Distribution
90	Arson	1881	Prescription drugs Possession and Use
100	Forgery	1882	Prescription drugs Distribution
110	Fraud	1891	Inhalant Possession and Use
120	Embezzlement	1892	Inhalant Distribution
130	Stolen Property	190	Gambling
140	Vandalism	210	DUI
151	Weapon - Handgun	230	Under Influence
152	Weapon - Rifle	240	Disorderly Conduct
153	Weapon/Other Firearm	260	Other
154	Weapon - Other	280	Loitering
160	Prostitution	301	1 st Degree Assault
171	Indecent Exposure	302	2 nd Degree Assault
172	Statutory Rape	303	3 rd Degree Assault
174	Sexual Assault (Unwanted touching in a sexual manner)	304	4 th Degree Assault
1801	Other Drug Possession and Use	305	Menacing
1802	Other Drug Distribution	306	Felony Wanton Endangerment
1811	Alcohol Possession and Use	307	Misdemeanor Wanton Endanger.
1812	Alcohol Distribution	308	Felony Criminal Abuse
1821	Marijuana/hashish Possession and Use	309	Misdemeanor Criminal Abuse
1822	Marijuana Distribution	310	Terroristic Threat
1831	Hallucinogenic Possession and Use	320	Terroristic - Bomb
1832	Hallucinogenic Distribution	330	Terroristic-Ch/Bio/Nuc
1841	Amphetamines Possession and Use	340	Felony Stalking
1842	Amphetamines Distribution	341	Misdemeanor Stalking
<p>Board Violation: Select from the drop list the board policy violation if applicable; codes highlighted below will be reportable to KDE</p>			
Code	Description	Code	Description
1001	Cheating	5002	Fighting - Student to Staff (physical aggression)
1002	Dress Code Incident	5003	Fighting - Student to Other (physical aggression)
1003	Leaving Campus	60	Inappropriate Sexual Behavior
1004	Skiping Class	70	Profanity or Vulgarity

1005	Skipping School	8001	Bullying
1006	Tardy to Class	8002	Harassment
1007	Truancy	8003	Threatening Staff
1008	Signing Parent/Staff Note	8004	Verbal Abuse
1009	Stealing	8005	Harassing Communications
1010	Failure to follow staff instructions	9001	Smoking
2001	Disruptive Behavior	9002	Chewing
2002	Bus Disturbance	9003	Tobacco - Other
40	Failure to Attend Detention	998	Other
5001	Fighting - Student to Student (physical aggression)	110	Dangerous Instruments (carrying or use)

Participant Type:

Search for Participant

Filter: Current Student, School Employees or All People

Participant Name: Search for student by last name

Role: Select from the drop list the role the participant played in behavior event

- Offender

- Participant
- Victim
- Witness

Relationship to School: Select from the drop list the appropriate participant relationship to the school in which the event occurred

Enter the participant detail for each participant of the event; this will write the event/resolution information to the student's behavior tab.

Resolution Detail

Data is reported to KDE Special Education Behavior Reporting on resolution types that are mapped to the following state codes:

- **SSP1, Expelled with Services**
- **SSP2, Expelled without Services**
- **SSP3, Out of School Suspension**
- **INSR, In School Removal**

Resolution Details

*Resolution Type:

Resolution Assign Date: Resolution Start Date: Resolution Start Time: Resolution End Date: Resolution End Time:

08/03/2012 08/03/2012 09:21 AM

Duration in School Days:

Behavior Admin Staff Name

Details:

*Apply To:
DISORDERLY CONDUCT

User must select checkbox by student name to apply resolution to save record

Resolution Type: Select from the drop list the appropriate resolution for specified participant in specified event

Resolution Assign Date: Enter the date the resolution was assigned to participant

Resolution Start Date: Enter the date the resolution begins

Resolution Start Time: Enter the time the resolution begins; verify the correct AM or PM designation

NOTE: The Resolution Date and Time default to the date/time the record is created, user should be updated to reflect the actual date/time the resolution begins.

Resolution End Date: Enter the date the resolution ends

Resolution End Time: Enter the time the resolution ends; verify the correct AM or PM designation

NOTE: If a resolution ends at the close of a specified school day, then the end date and time should be the close of school that day, not the beginning of school the next day.

Apply To: Select checkbox for participant in which resolution should be applied.

Please confirm that all local district codes used for out of school or in school removal are mapped to a State Resolution Code. This can be done under System Administration | Behavior | Resolution Codes.

Reference addendum *Mapping Behavior Resolutions to State Code* [HERE](#)

1D	Referral for Evaluation
Campus Path:	Student Information Special Ed Documents Tab

Referral for Evaluation

Student's Full Name:		SSID: 2120071810
Date of Birth:	Gender: F	Race/Ethnicity:
Student Represented by: <input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Self <input type="checkbox"/> Surrogate		
Does Student Live with Parents? <input type="checkbox"/> YES <input type="checkbox"/> No		
If No, With Whom Does the Student Live?:		Relationship:
<i>Note: If student lives with someone other than the parent, the Determination of Parent Representative for Educational Decision Making form must be completed and attached</i>		
Parent/Guardian:		
Home Address:		
Home Phone:	Work Phone:	
Primary Mode of Communication of the Student:		
Primary Mode of Communication in the Home:		
General Education Teacher:	Grade: 10	
Referring Person/Title:		

Students Full Name: Auto-populates from Census

SSID: Auto-populates from Census

Date of Birth: Auto-populates from Census

Gender: Auto-populates from Census

Race/Ethnicity: Enter the student's Race/Ethnicity as entered into Census

Student Represented by: Select who represents the student in accordance with district procedures and the Student Representative Form.

Does Student Live with Parents? Select Yes or No

If No, Whom Does the Student Live? Enter full name

Relationship: Indicate the relationship to the student with whom he/she lives.

Parent/Guardian: Auto-populates from Household Information

Home Address: Auto-populates from Household Information

Home Phone: Auto-populates from Household Information

Work Phone: Auto-populates from Household Information

Primary Mode of Communication of the Student: Enter student's primary mode of communication

Primary Mode of Communication in the Home: Enter how the student communicates in the home

General Education Teacher: Enter student's general education teacher

Grade: Enter student's grade for current year

Referring Person/Title: Enter full name and title, may be someone within school or outside the school district

Major Area(s) of Concern: Check each reason for referring this student:

Communication

- Communicates Basic Needs and Wants
- Articulation
- Knowledge of Sound/Letter Association
- Other Specify:

- Expressive Language
- Voice Quality
- Receptive Language
- Other Specify:

Academic Performance

- Oral Expression
- Written Expression
- Reading Comprehension
- Mathematics Calculation
- Other Specify:

- Listening Comprehension
- Basic Reading Skills
- Reading Fluency
- Mathematics Reasoning and Application
- Other Specify:

Health, Vision, Hearing and Motor Abilities

- Gross Motor Skills
 - Body Control
 - Locomotion
- Vision
- Developmental History
- Other Specify:

- Fine Motor Skills
 - Perceptual Motor
 - Sensory
- Hearing
- Other Specify:

<input type="checkbox"/> Social and Emotional Status	
<input type="checkbox"/> Interaction with Peers	<input type="checkbox"/> Mood Swings
<input type="checkbox"/> Interaction with Adults	<input type="checkbox"/> Repetitive Behaviors
<input type="checkbox"/> Acceptance of Rules	<input type="checkbox"/> Self Concept
<input type="checkbox"/> Acceptance of Correction	<input type="checkbox"/> Inactivity or Withdrawal
<input type="checkbox"/> Acceptance to Disappointment	<input type="checkbox"/> Cooperation
<input type="checkbox"/> Self Help Skills/Play Skills	<input type="checkbox"/> Self Control
<input type="checkbox"/> Team/Membership	<input type="checkbox"/> Expression of Feelings/Affect
<input type="checkbox"/> Other Specify:	<input type="checkbox"/> Other Specify:
<input type="checkbox"/> General Intelligence	
<input type="checkbox"/> Understanding New Concepts	<input type="checkbox"/> Predicting Events/Results
<input type="checkbox"/> Interpreting Data to Make Decisions	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Comparing/Contrasting Ideas of Objects	<input type="checkbox"/> Applying Knowledge
<input type="checkbox"/> Perceptual Discrimination	<input type="checkbox"/> Memory
<input type="checkbox"/> Other Specify:	<input type="checkbox"/> Other Specify:
<input type="checkbox"/> Work Skills/Technical/Vocational Functioning	
<input type="checkbox"/> Attending to Task	<input type="checkbox"/> Punctuality
<input type="checkbox"/> Following Directions	<input type="checkbox"/> Completing Work
<input type="checkbox"/> Independent Work Habits	<input type="checkbox"/> Organizing Materials/Belongings
<input type="checkbox"/> Seeking Assistance When Needed	<input type="checkbox"/> Using Technology to Gather/Organize Info
<input type="checkbox"/> Using Research Tools Effectively	<input type="checkbox"/> Identifying Preferences/Interests
<input type="checkbox"/> Maintaining Physical Stamina	<input type="checkbox"/> Recognizing Personal Limitations
<input type="checkbox"/> Having Realist Vocational Goals	<input type="checkbox"/> Other Specify
<input type="checkbox"/> Other Specify	

Major Areas(s) of Concern: Check each reason for referring this student and specify when "Other" is selected. For Children 0-5 who have been identified and served through early intervention, include current concerns.

Specialized Equipment Used by Student:		
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Specialized Equipment Used by Student: Indicate any specialized equipment currently being used by the student, such as glasses, hearing aids, wheelchair, leg braces, etc.

School Information:

Number of Schools Attended to date:

Year and Grade:					
Days Enrolled					
Number of Absences	Excused				
	Unexcused				
Number of Tardies	Excused				
	Unexcused				
Years in School Including Current Year:	Years in Primary Program Including Current Year:	Repeated Grades:			

Number of Schools Attended to date: Enter the number of schools the child has attended, if child is less

than school age, enter N/A

Year and Grade: Enter current year and grade

Days Enrolled: Enter number of days enrolled in current school for current year

Number of Absences: Enter the number of excused and unexcused absences for current year

Number of Tardies: Enter the number of excused and unexcused tardies for current year

Years in School including Current Year: Enter the number years in grades 04-12

Years in Primary Program including Current Year: Enter the number years in grades K-03

Repeated Grades: Enter number of times student repeated a grade

Summary of Most Recent Grades (Provide Current or Most Recent Grades the Student Received by Content):

Reading		English		Other	
Spelling		Science		Other	
Math		Social Studies		Other	

Summary of Most Recent Grades: Enter current or most recent grades student received for each content area

Summary of Standardized Group Test Data (Attach copies):

Achievement:	Test Name:	Date:
Reading	Math	Language
		Spelling

Summary of Standardized Group Test Data: Enter current or most recent results from tests, such as, MAPS, GRADE, CTBS, G-MADE, etc.

Physical Functioning:

Attach documentation for results of each screening. (*Required when Specific Learning Disability is suspected)

VISION*	HEARING*	SPEECH	MOTOR*
Screening Date: <input type="checkbox"/> Passed <input type="checkbox"/> Failed			

Describe any Existing Medical Health Conditions Below:

Is Student Currently on Medication?: Yes No Specify Type and Dosage Below:

Screening Information: Enter Screening Dates and indicate pass or fail. *Vision, Hearing and Motor screening is required when SLD is suspected.

Medical Health Conditions: Describe any existing health conditions

Medications: Indicate if student is currently on any medication, if yes, list prescription and non-prescription medications the child is currently taking on a regular basis.

Summary of Past and Present Support:

Has this student been evaluated for special education previously? <input type="checkbox"/> Yes <input type="checkbox"/> No						
If yes,						
<ul style="list-style-type: none"> • When was the student evaluated? • What was the suspected area of disability? 						
What services is this student receiving or what services has this student received in the past? For the services below, Enter [C] if currently receiving or [P] if the service was provided in the past						
Limited English Proficient	Migrant	Title 1	Speech Language	504	Extended School Services	Gifted and Talented
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Involvement with Outside Agency(ies): <input type="checkbox"/> Yes <input type="checkbox"/> No Agency:
Describe services that are being provided to this student by agency(ies) listed above:

Has student been evaluated for special education previously? Indicate if student was previously evaluated and determined ineligible OR if student previously received special education and was released

If Yes: Enter date the student was evaluated and the suspected disability

Indicate what services the student currently receives or has received in the past: C if currently receiving OR P if services provided in the past

Involvement with Outside Agencies: Indicate any agency (ies) student has been involved with, such as, Pathways, Inc., IMPACT, Comprehend, Commission for Children with Special Health Care Needs, First Steps, VIPs, etc.

Describe services provided by agencies

INTERVENTION STRATEGIES

Name:	DOB: 08/20/1994	School Year:
Grade Level: 09	Teacher:	
School:		

School Year: Enter school year in which intervention was provided

Teacher: Indicate teacher providing intervention(s)

School: Indicate school in which student received intervention(s)

Documentation of Student Progress (Scores from District Universal Screenings):

Test Name: _____			
Reading: _____	Math: _____	Language: _____	Behavior: _____
Date: _____	Date: _____	Date: _____	Date: _____
Test Name: _____			
Reading: _____	Math: _____	Language: _____	Behavior: _____
Date: _____	Date: _____	Date: _____	Date: _____

Complete this section in accordance with district procedures to document patterns of progress and Rate of Improvement.

Interventions Implemented: (Documentation of Progress Data Must be Attached)

Targeted Area	Strategies/Interventions	Start Date	End Date	Impact on Targeted Area

For children 0-5 years that have been identified and served through early intervention, include a description of interventions. For children who have not been enrolled in an early intervention program, include the parent’s description of any intervention. Parent(s) are not required to document specific strategies.

Complete at ARC meeting to discuss referral:	
<input type="checkbox"/>	This referral, as reviewed by the ARC, indicates a suspected disability and there is a need for an individual evaluation.
<input type="checkbox"/>	This referral, as reviewed by the ARC, does not indicate a suspected disability and there is not a need for an Individual evaluation.
<input type="checkbox"/>	This referral, as reviewed by the ARC, does not include sufficient information to determine a suspected disability and the need to initiate a full and individual evaluation. The ARC has determined the information needed to be collected, and will reconvene on
Date of ARC Decision:	_____
Signature of LEA Representative:	_____

Check the appropriate findings, document Date of ARC Decision and Signature of LEA Representative.

1E	Eligibility Forms							
Campus Path:	Student Information Special Ed Documents Tab							
<p>Eligibility Forms</p> <p>The Eligibility Determination Forms document the Admissions and Release Committee’s determination of the child’s disability for which eligibility requirements for special education and related services have been met. The ARC completes the appropriate eligibility form(s) based on a review of the student’s evaluation procedures, tests, records, or reports.</p> <p>Each disability has a corresponding eligibility form that must be completed on a student with a suspected disability to determine eligibility. The forms are as follows:</p> <ul style="list-style-type: none"> • Autism Eligibility Form • Deaf/Blind Eligibility Form • Developmental Delay Eligibility Form • Emotional Behavioral Disability Eligibility Form • Functional Mental Disability Eligibility Form • Hearing Impaired Eligibility Form • Mild Mental Disability Eligibility Form • Multiple Disabilities Eligibility Form • Other Health Impaired Eligibility Form • Orthopedically Impaired Eligibility Form • Specific Learning Disability Eligibility Form • Speech/Language Eligibility Form • Traumatic Brain Injury Eligibility Form • Visually Impaired Eligibility Form <p>While there are some content consistencies across the eligibility forms, each form may also have unique criteria specific to the disability. All eligibility forms include these components:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 2px;">Student’s Full Name: </td> </tr> <tr> <td style="padding: 2px;">Date of Birth: 07/07/2002 </td> <td style="padding: 2px;">Date of ARC: 09/01/2009 </td> </tr> <tr> <td colspan="2" style="padding: 2px;">School: CENTRAL ELEMENTARY SCHOOL </td> </tr> </table> <p>Students Full Name: Auto-populates from Census</p> <p>Date of Birth: Auto-populates from Census</p> <p>School: Auto-populates from Enrollment</p> <p>Date of ARC: Enter the date (MM/DD/YY) of the ARC meeting.</p>			Student’s Full Name: 		Date of Birth: 07/07/2002 	Date of ARC: 09/01/2009 	School: CENTRAL ELEMENTARY SCHOOL 	
Student’s Full Name: 								
Date of Birth: 07/07/2002 	Date of ARC: 09/01/2009 							
School: CENTRAL ELEMENTARY SCHOOL 								

Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).

Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.

Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Select if evaluation information confirms there is an adverse effect on educational performance. The ARC selects Y for Yes, N for No, or Insufficient for lack of evaluation data to support the eligibility decisions

Select if evaluation information supports the determination that **lack of instruction in reading and/or math** was **not** the determinant factor in the eligibility decision. The ARC selects Y for Yes, N for No, or Insufficient for lack of evaluation data to support the eligibility decisions

Select whether or not evaluation information supports the determination that **limited English proficiency was not the determinant factor** in the eligibility decision. The ARC selects Y for Yes, N for No, or Insufficient for lack of evaluation data to support the eligibility decisions.

Supporting Evidence:

Supporting Evidence: Document supporting evidence used and found during the determination of eligibility process

The ARC used the above interpretation of the evaluation data to determine:

- The student has a **qualifying disability** that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have a **qualifying disability** and is not eligible for specially designed instruction and related services.
- The student has a **qualifying disability**, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data in will be obtained/collected the area(s) of:

The ARC will reconvene by _____ to review and determine eligibility.

The ARC used the above interpretation of the evaluation data to determine: select the appropriate statement.

Evaluation data was insufficient to determine eligibility: select this statement, if the ARC determines that additional data/assessments need to be obtained and select a date to reconvene the ARC meeting to discuss the information.

Document date in which the ARC will reconvene to review and determine eligibility.

Autism Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a.	The student has a developmental disability, generally evident before age 3, significantly effecting verbal and nonverbal communication (must be present for eligibility), and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b.	The student has a developmental disability effecting social interaction (must be present for eligibility), and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2.	The student's deficits are not primarily the result of an emotional-behavior disability.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability.

Deaf-Blindness Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a.	Student has a Hearing Impairment; and (Attached Hearing Impairment Eligibility Form)
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b.	Student has a Visual Impairment. (Attached Visual Impairment Eligibility Form)
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2.	The combination of the two impairments causes such severe communication, developmental and educational needs that the student cannot be accommodated in special education programs designed solely for the children with visual impairment or hearing impairments, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability.

Developmental Delay Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1. a.	Student is three (3) through eight (8) years of age. (Note: Eligibility for DD ends on the child's 9 th birthday.)												
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	2. a.	Student has not acquired skills or achieved commensurate with recognized performance expectations for his/her age in one or more of the developmental areas. (Check all that apply.)												
		<table border="1"> <tr> <td><input type="checkbox"/></td> <td>Cognition</td> <td><input type="checkbox"/></td> <td>Communication</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Motor development</td> <td><input type="checkbox"/></td> <td>Social-emotional development</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Self-help/adaptive behavior</td> <td></td> <td></td> </tr> </table>	<input type="checkbox"/>	Cognition	<input type="checkbox"/>	Communication	<input type="checkbox"/>	Motor development	<input type="checkbox"/>	Social-emotional development	<input type="checkbox"/>	Self-help/adaptive behavior		
<input type="checkbox"/>	Cognition	<input type="checkbox"/>	Communication											
<input type="checkbox"/>	Motor development	<input type="checkbox"/>	Social-emotional development											
<input type="checkbox"/>	Self-help/adaptive behavior													
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	3. a. a.	And, student demonstrates a measurable, verifiable difference between expected performance and current level of performance documented by:												
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient		i. Scores of two (2) standard deviations or more below the mean in one (1) or more of the five (5) [listed above] developmental areas using norm-referenced instruments and procedures; or												
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient		ii. Scores of 1 ½ standard deviations below the mean in two (2) or more of the five (5) developmental areas [listed above] using norm-referenced instruments and procedures;												
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	3. b. a.	Or, normed scores are inconclusive and the professional judgment of the ARC verifies the existence of significant atypical quality or pattern of development.												

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability.

Emotional-Behavioral Disability Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1.	When provided with interventions to meet instructional and social-emotional needs, the student continues to exhibit one or more of the following, when compared to the child's peer and cultural reference groups, across settings, over a long period of time and to a marked degree: <input type="checkbox"/> Severe deficits exist in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with adults or peers. <input type="checkbox"/> Severe deficits exist in academic performance which are not commensurate with the student's ability level and are not solely a result of intellectual, sensory, or other health factors but are related to the child's social-emotional problems. <input type="checkbox"/> A general pervasive mood of unhappiness or depression; <input type="checkbox"/> A tendency to develop physical symptoms or fears associated with personal or school problems;
	2.	The severe deficit in social competence, appropriate behavior, and academic performance is not the result of isolated inappropriate behaviors that are the result of willful, intentional, or wanton actions.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability

Functional Mental Disability Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a.	Cognitive functioning is at least three (3) standard deviations below the mean;
	1b.	Adaptive behavior is at least three (3) standard deviations below the mean;
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1c.	Severe deficit in overall academic performance including acquisition, retention, and application of knowledge; and
	1d.	Is typically manifested during the developmental period.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability.

Hearing Impairment Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> → Y → <input type="checkbox"/> → N ¶ <input type="checkbox"/> → Insufficient	1.ª	Whether permanent or fluctuating, the student has a hearing loss that meets one or more of the criteria below (check all that apply):ª
	<input type="checkbox"/> ª	1a. → a pure tone hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 25dB in the better ear;ª
	<input type="checkbox"/> ª	1b. → a pure tone hearing loss in the high-frequency range (2000Hz, 4000Hz, and 6000Hz) of at least 45dB in the better ear;ª orª
	<input type="checkbox"/> ª	1c. → a unilateral hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 60dB in the impaired ear.ª
<input type="checkbox"/> → Y → <input type="checkbox"/> → N ¶ <input type="checkbox"/> → Insufficientª	2.ª	The hearing loss results in difficulty in identifying linguistic information through hearing.ª

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability.

Mild Mental Disability Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a.	Cognitive functioning is at least two (2) standard deviations, but not more than three (3) standard deviations below the mean;
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b.	Adaptive behavior is at least two (2) standard deviations below the mean;
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1c.	Severe deficit in overall academic performance including acquisition, retention, and application of knowledge; and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1d.	Is typically manifested during the developmental period.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability.

Multiple Disabilities Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1a. a	The student has a combination of two (2) or more of the following disabilities: <input type="checkbox"/> → Autism <input type="checkbox"/> → Emotional-Behavioral Disability <input type="checkbox"/> → Hearing Impairment <input type="checkbox"/> → Mild-Mental-Disability <input type="checkbox"/> → Functional-Mental-Disability <input type="checkbox"/> → Orthopedic Impairment or Physical Disability <input type="checkbox"/> → Other Health Impaired <input type="checkbox"/> → Specific Learning Disability <input type="checkbox"/> → Traumatic Brain Injury <input type="checkbox"/> → Visual Impairment <input type="checkbox"/> → Deaf/Blind Attach a copy of the eligibility forms for all areas checked.
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1b. a	The student's disability is not solely a combination of deafness and blindness.
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1c. a	The student's disability is not a combination of speech or language impairment and one other disabling condition; and
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1d. a	The combination of these disabilities causes such severe educational needs that they cannot be accommodated through special education programs solely for one impairment.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability.

NOTE: An eligibility form for each disability selected must be completed.

Other Health Impairment Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	1a. ^o	The existence of a health impairment caused by chronic or acute health problems such as heart condition, tuberculosis, sickle cell anemia, hemophilia, epilepsy, rheumatic fever, nephritis, asthma, lead poisoning, leukemia, diabetes, acquired immune deficiency syndrome, attention deficit disorder, or attention deficit hyperactive disorder. The diagnosis of Other Health Impairment is (specify): ¶ ^o
<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	1b. ^o	The effect of the impairment on (check all that apply): ^o <input type="checkbox"/> → Strength ^o <input type="checkbox"/> → Vitality ^o <input type="checkbox"/> → Alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment). ^o

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability.

Orthopedic Impairment Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	1a. ^o	The existence of an impairment caused by a congenital anomaly (e.g. clubfoot, absence of a member, etc.); OR ^o
<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	1b. ^o	The existence of an impairment caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.); OR ^o
<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	1c. ^o	The existence of an impairment from other causes such as cerebral palsy, amputations, fractures, burns that cause contractions, etc. ^o

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability.

Specific Learning Disability Eligibility Form unique criteria:

<input type="checkbox"/> → Y → <input type="checkbox"/> → N ¶ <input type="checkbox"/> → Insufficient ¶	1.ª	The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards.ª
<input type="checkbox"/> → Y → <input type="checkbox"/> → N ¶ <input type="checkbox"/> → Insufficient ¶	2.ª	The student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade level standards aligned with the Kentucky Program of Studies in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards.¶ <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> → Oral Expression <input type="checkbox"/> → Written Expression <input type="checkbox"/> → Reading Fluency Skills <input type="checkbox"/> → Mathematics Calculation </div> <div style="width: 10%; text-align: center;"> → → → → </div> <div style="width: 45%;"> <input type="checkbox"/> → Listening Comprehension ¶ <input type="checkbox"/> → Basic Reading Skills ¶ <input type="checkbox"/> → Reading Comprehension ¶ <input type="checkbox"/> → Mathematics Reasoningª </div> </div>
<input type="checkbox"/> → Y → <input type="checkbox"/> → N ¶ <input type="checkbox"/> → Insufficient ¶	3.ª	<input type="checkbox"/> → The student fails to achieve a rate of learning to make sufficient progress to meet grade level standards aligned with the Kentucky Program of Studies in one or more of the areas identified above when assessed using a response to scientific, research-based intervention process; ¶ OR ¶ <input type="checkbox"/> → The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to ability level or intellectual development.ª
<input type="checkbox"/> → Y → <input type="checkbox"/> → N ¶ <input type="checkbox"/> → Insufficient ¶	4.ª	The deficits in achievement are not primarily the result of vision, hearing, or motor impairments; mental disability; emotional behavioral disability; cultural factors, environmental or economic disadvantage, or limited English proficiency.ª
8a.ª	The following relevant behavior was noted during the observation of the child: ¶ <input type="checkbox"/> ¶	
8b.ª	Relationship of the observed behavior (9a.) to the child's academic functioning: ¶ <input type="checkbox"/> ¶	
9.ª	Educationally relevant medical findings, if any: ¶ <input type="checkbox"/> ¶	
10.ª	The instructional strategies used and the student-centered data collected in response to scientific, research-based intervention performance: ¶ <input type="checkbox"/> ¶	
<input type="checkbox"/> → Y → <input type="checkbox"/> → N ¶ <input type="checkbox"/> → Insufficient ¶	11.ª	Documentation of the instructional strategies, educational services, and data collected on student performance is given to the parent.ª

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability.

Speech or Language Impairment Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	1. ^o	Communication disorder in one or more of the following:¶ <input type="checkbox"/> → Speech Sound Production and Use¶ <input type="checkbox"/> → Language¶ <input type="checkbox"/> → Fluency¶ <input type="checkbox"/> → Voice ^o
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Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability.

Note: The guidelines in the [“Kentucky Eligibility Guidelines - Revised for Students with Speech or Language Impairment, 2009”](#) may be used as supporting evidence to verify speech or language impairment.

Traumatic Brain Injury Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	1. ^o	Evaluation information collected across multiple settings that verifies an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairments, or both, and is NOT a congenital, degenerative, or brain injury induced by birth trauma. Traumatic brain injury is evidenced by information that indicates an open or closed head injury resulting in an impairment in one or more of the following areas (check all that apply) ^o												
^o	^o	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><input type="checkbox"/> ^o Cognition^o</td> <td style="width: 50%;"><input type="checkbox"/> ^o Judgment^o</td> </tr> <tr> <td><input type="checkbox"/> ^o Language^o</td> <td><input type="checkbox"/> ^o Problem solving^o</td> </tr> <tr> <td><input type="checkbox"/> ^o Memory^o</td> <td><input type="checkbox"/> ^o Sensory, perceptual, motor abilities^o</td> </tr> <tr> <td><input type="checkbox"/> ^o Attention^o</td> <td><input type="checkbox"/> ^o Psycho-social behavior^o</td> </tr> <tr> <td><input type="checkbox"/> ^o Reasoning^o</td> <td><input type="checkbox"/> ^o Physical functions^o</td> </tr> <tr> <td><input type="checkbox"/> ^o Abstract thinking^o</td> <td><input type="checkbox"/> ^o Information processing and speech^o</td> </tr> </table>	<input type="checkbox"/> ^o Cognition ^o	<input type="checkbox"/> ^o Judgment ^o	<input type="checkbox"/> ^o Language ^o	<input type="checkbox"/> ^o Problem solving ^o	<input type="checkbox"/> ^o Memory ^o	<input type="checkbox"/> ^o Sensory, perceptual, motor abilities ^o	<input type="checkbox"/> ^o Attention ^o	<input type="checkbox"/> ^o Psycho-social behavior ^o	<input type="checkbox"/> ^o Reasoning ^o	<input type="checkbox"/> ^o Physical functions ^o	<input type="checkbox"/> ^o Abstract thinking ^o	<input type="checkbox"/> ^o Information processing and speech ^o
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<input type="checkbox"/> ^o Reasoning ^o	<input type="checkbox"/> ^o Physical functions ^o													
<input type="checkbox"/> ^o Abstract thinking ^o	<input type="checkbox"/> ^o Information processing and speech ^o													
<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	2. ^o	A current, educationally relevant statement, completed by a qualified professional verifies the existence of a traumatic brain injury. The diagnosis and extent of the brain injury is:¶ ^o												



Eligibility for a disability: This section prompts the ARC in documenting sufficient information available for each eligibility requirement to determine if the student meets eligibility for a disability.

Visual Impairment Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	1a. ^o	The visual acuity, even with prescribed lenses, is 20/70 or worse in the better eye; OR ^o
<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	1b. ^o	The visual acuity is better than 20/70 and the child has any of the following conditions:¶ <input type="checkbox"/> A medically diagnosed progressive loss of vision;¶ <input type="checkbox"/> A visual field of twenty (20) degrees or worse;¶ <input type="checkbox"/> A medically diagnosed condition of cortical blindness; OR¶ <input type="checkbox"/> A functional loss of vision. ^o
<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	2. ^o	The student requires specialized materials and instruction in orientation and mobility, Braille, visual efficiency or tactile exploration. ^o

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available

for each eligibility requirement to determine if the student meets eligibility for a disability.

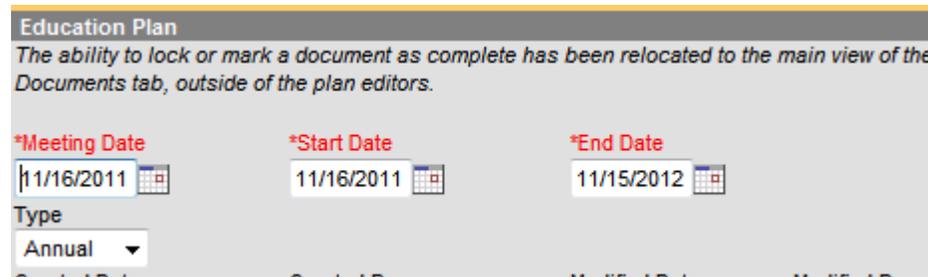
1F	KY IEP
Campus Path:	Student Information Special Education Documents Tab

KY IEP

Create New Form: from the drop list, select the appropriate KY IEP plan

- 2011 KY IEP <14 - this plan is used if student is less than 14 years of age
- 2011 KY IEP 14 - this plan is used:
 - in the child’s 8th grade year; or
 - when the child has reached the age of 14 years; or
 - earlier if determined appropriate by the ARC
- 2011 KY IEP 16+ - this plan is used by the child’s 16th birthday and beyond

Education Plan Editor:



Meeting Date: Enter the date the Admissions and Release Committee met to develop the current IEP

Start Date: Enter the date in which the IEP starts and services begin.

End Date: Enter the date in which the IEP is due to be reviewed. This field will be auto populated, one year minus a day from the Meeting Date entered.

Type: From the drop list, select ‘Initial’ or ‘Annual’

Note: Plan Completed: This function has been removed with the E.1242 release. You now have to use the Lock/Unlock button on the Documents tab



Student Demographics Editor:

Student Demographics

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

Last Name	First Name	Middle Name	Suffix
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Race, Ethnicity 6 : White	Gender M	Birthdate 04/27/1995	
Student Address P.O. Box 64 SCALF, KY 40982			
School Name Knox Central High School	School Phone (555)381-4931	Student Number <input type="text"/>	Grade 10
Primary Disability, if currently identified Speech Language			

Refresh Student Information: This will populate demographic information from Census

Enrollment Status Editor:

Enrollment Status

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

The editable values will change the values in the IEP and it will update the special ed status values in any enrollments that intersect the dates of the plan. The update of the enrollment will only occur when the plan is marked completed.

State ID
1952392106

Primary Disability
07: Emotional Behavior Disability

Special Ed Status
A: Active

Special Ed Setting
6A:(age 6-21) >80% of day in general ed programs

Resident District
:

Home Primary Language
1380: Spanish

NOTE: Special education data should be populated using the 'Get Disability from Evaluation' button.

Data for IDEA December 1 Child Count will populate from this editor.

Primary Disability: Click ‘Get Disability from Evaluation’ button to auto-populate the Primary Disability as *Read only* from student’s Conference Summary | Eligibility/Continued Eligibility Editor.

Code descriptions can be found [HERE](#).

***Special Ed Status:** From the drop list, select the option that defines the student’s status within the special education process at a specific school location and assists in the determination as to whether this student will be included in the school’s December 1st Child Count.

Code	Title	Description
A	Active	Student is actively enrolled in special education
AR	Active/Referred	Student is already enrolled in special education and is being referred for another reason (e.g., student currently identified as Speech or Language Impaired and in the reevaluation process for another categorical disability area).
ER	Eligible – Parent Refused	Student eligible for special education services; however, parent refused services.
I	Inactive	Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services).
N	Not Eligible	Student was tested and determined not eligible to receive services
PR	Pre-Referral	Optional status designation to be used when school desires to track non-special education student in the intervention process
Z	Referred	Non-special education student is being referred for testing.

***Setting:** From the drop list, select the appropriate LRE description. LRE settings are based upon student’s age as of December 1st.

Code	Description	
3A1	10 hours or more in a regular early childhood program per week	Majority of special education and related services provided within the early childhood program
3A2		Majority of special education and related services provided in another location
3B1	Less than 10 hours in a regular early childhood program per week	Majority of special education and related services provided within the early childhood program

3B2		Majority of special education and related services provided in another location
3F	Special Education Program	Residential Facility
3P		Service Provider Location
3S		Separate Class
3U	Separate School	
3X	Home	

Reference addendum *LRE Flow Chart for 3-5 Year olds* and clarification [HERE](#)

Ages 6-21	
Code	Description
6A	80% or more of the day in general ed programs
6B	40%-80% of the day in general ed programs
6C	<40% of the day in general ed programs
6F	Residential facility
6H	Homebound/Hospital
6I	Correctional facilities
6J	Parentally Placed in Private School
6U	Separate School

Present Levels Editor:

Present Levels

Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum
(For preschool children include the effect on participation in appropriate activities; Beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition needs is included.)

Communication Status:

Performance commensurate with similar age peers

Academic Performance:

Performance commensurate with similar age peers

Health, Vision, Hearing, Motor Abilities:

Not an area of concern at this time

Social and Emotional Status:

Performance commensurate with similar age peers

General Intelligence:

Performance commensurate with similar age peers

Transition Needs:

Not an area of concern at this time (Checking this box is not an option when the student is in the 8th Grade or 14 years or older because transition must be addressed for these students)

Check all areas of need as identified by the Admissions and Release Committee (More than one area may be checked.)

Instruction

Related services

Community experiences

Employment

Daily Living Skills

Post School Adult Living Objectives

Functional Vocational Evaluation

Functional Vision/Learning Media Assessment:

Not an area of concern at this time

Affect on the Involvement and Progress in the General Curriculum: within domain areas listed below, the ARC documents how the disability affects the student's involvement in and progress in the general curriculum.

Communication Status: includes performance in the areas of voice, fluency, receptive and expressive language (includes pragmatics), and speech sound production and use. This includes any means (e.g., speech, sign language, augmentative communication) by which a student relates experiences, ideas, knowledge, and feelings to others.

Academic Performance: describes the level of development or achievement and how the student applies his/her learning in one or more of the following areas: basic reading skills, reading comprehension, reading fluency, math calculation, math reasoning, written expression oral expression, listening comprehension. The description may include strategies applied in learning and preferred learning styles

Health, Vision, Hearing, Motor Abilities: include information regarding the student's relevant health or physical needs. This information is typically provided through screening information and by health care providers, including physical and occupational therapists.

Social and Emotional Status: includes functional performance information about the student's social skills, interpersonal behavior, personal skills, self-related behaviors, sensory self-regulation, emotional behavior, organization and executive skills, environmental access/mobility skills, and independent living skills.

General Intelligence: includes information about the student's aptitude, knowledge application, thinking, memory, reasoning and problem solving skills.

Transition Needs: focuses on the needs related to the student's planned course of study. By the age of

16, the focus is also on the transition services which assist the student in reaching postsecondary goals. Transition needs must include one or more of the following:

- Instruction
- related service
- community experience
- development of employment
- post school adult living objectives
- acquisition of daily living skills, if appropriate
- Functional vocational evaluation.

Functional Vision/Learning Media Assessment: For a student who is blind or visually impaired, the ARC evaluates the student’s reading and writing skills; needs related to learning; and appropriate reading and writing media including consideration of the future need for instruction in Braille and use of Braille.

Special Factors Editor:

Special Factors

Consideration of Special Factors for IEP Development: (The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

Does the child's behavior impede his/her learning or that of others?

Yes No

If **Yes**, include appropriate strategies, such as positive behavioral interventions and supports in the Statement of Devices/Services below.

Does the child have limited English proficiency?

Yes No

If **Yes**, what is the relationship of language needs to the IEP?

Is the child blind or visually impaired?

Yes No

If **Yes**, the IEP Team must consider:

- Is instruction in Braille needed?
 Yes No
- Is use of Braille needed?
 Yes No
- Will Braille be the student's primary mode of communication?
 Yes No
(See evaluation data for supporting evidence.)

Does the child have communication needs?

Yes No

If **Yes**, specify below:

See Present Levels for Communication Status

Other (Specify):

Does the child’s behavior impede his/her learning or that of others? If a child’s behavior impedes his or her learning or that of others, the ARC develops strategies, including positive behavioral interventions, to address the behavior.

Does the child have limited English proficiency? For a child with limited English proficiency, the ARC describes the language needs as related to the student's IEP.

Is the child blind or visually impaired? For a child who is blind or visually impaired, the ARC uses an evaluation of the student's reading and writing media (including an evaluation of the child's future needs for instruction in Braille), to determine the need for instruction in Braille and the use of Braille.

Does the child have communication needs? For students with communication needs, the ARC addresses the student's language and communication needs in the areas of stuttering, impaired articulation, language impairment, voice impairment, delayed acquisition of language, or an absence of language.

Is the child deaf or hard of hearing?

Yes No

If **Yes**, the IEP Team must consider:

- The child's language and communication needs; Describe:
 See Present Levels for Communication Status
 Other (Specify):
- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe:
- Any necessary opportunities for direct instruction in the child's language and communication mode. Describe:

Are assistive technology devices and services necessary in order to implement the child's IEP?

Yes No

If **Yes**, include appropriate devices in the Statement of Devices/Services below.

Statement of Devices/Services: If the ARC answers Yes to any of the questions above, include a statement of services and or devices to be provided to address the above special factors.

See Specially Designed Instruction
 See Supplemental Aids and Services
 See Behavior Intervention Plan
 Other (Specify):

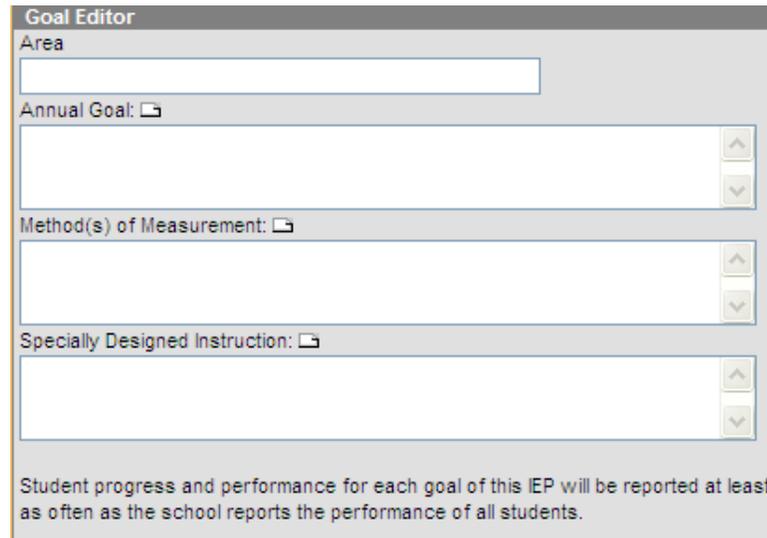
Is the child deaf or hard of hearing? For a child who is deaf or hard of hearing, consider the student's

language and communication needs, opportunities for direct communication (with peers and professional personnel) in the student’s language and communication mode.

Are assistive technology devices and services necessary in order to implement the child’s IEP? For students who may need assistive technology the ARC must determine the type(s) of device(s) and/or amount of services needed. The ARC documents the assistive technology in the IEP, and indicates the type of service in the “Statement of Devices/Services” box below.

Statement of Devices/Services: This box provides a summary and link to the location of the services identified based on the student’s special factors.

Goals and Objectives Editor:



Area: Enter the Content Area for the specified goal

Annual Goal: Enter statement of anticipated results to be achieved in a calendar year or less as determined by the ARC.

Method(s) of Measurement: Select from template bank the evaluation method in which the student’s progress toward reaching the annual goal will be measured.

- Curriculum Based Measurement
- Direct Measures
- Indirect Measures
- Authentic Assessment

Specifically Designed Instruction: Select from template bank “**what the teacher does**” to instruct, assess, and re-teach the student. The SDI describes what the teacher does, as appropriate, to adapt the content, methodology, or the delivery of instruction. SDI is based on peer-reviewed research to the extent possible.

NOTE: 2011 KY 16+ IEP will have a prompt to indicate the linkage between annual goals and postsecondary goals:

For the IEP to be in effect by the child's 16th birthday and thereafter: This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

Education/Training Employment Independent Living

ARC must determine which postsecondary goal, (as written on the transition page of the IEP), the annual goal supports.

Reporting Progress Editor:

Reporting Progress

Concurrent with the issuance of Report Cards

Other, specify

The ARC informs the parent of if they will be informed of student progress toward the goal concurrent with the issuance of report cards OR the ARC may identify another means of reporting progress toward the goal.

Supplemental Aids and Services Editor:

Supplementary Aids and Services

A statement of supplementary aids and services, if any, to be provided to the child or on behalf of the child. ☐

Enter in text box “**what the student needs**” in order to advance appropriately toward attaining the goal(s) and be involved and make progress in the general curriculum, to participate in extracurricular and other nonacademic activities, and be educated and participate with other students with and without disabilities. SAS includes strategies, aids, and services.

Supports and Modifications Editor:

The ARC identifies program modifications and supports for school personnel that are to be provided on behalf of a student to meet the unique needs of the student. This may include specialized training, use of school time, or user of school staff, and may involve specialized training for any staff that comes in contact with the student.

Least Restrictive Environment:

The ARC determines the extent, if any, to which the student will **not** participate in general education (content area).

Special Ed Services Editor:

Service: Select from drop list Special Education

NOTE: Special Education should be the only option in the Service drop list. Other options will not print on the IEP and should be removed via System Administration | Special Ed | Services

Service Position: Select the position of each person responsible for implementing the services from the service position drop list.

NOTE: Do not select from the Service Provider drop list. Selection will not print on the IEP and should be removed via System Administration | Special Ed | Service Providers

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided. Include the content class (i.e., language arts, science, PE) in which the

student will receive SDI. NOTE: Co-teaching is the regular classroom)

Start Date: Enter the date in which services begin

End Date: Enter the date in which services are anticipated to end

Minutes per Service Frequency: List the number of minutes the service will be provided per session in each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time. Service Minutes does not equal total minutes; it is a subset of total minutes of class time.

Service Frequency: List the number of times the service will be provided in a Service Period.

Service Period: Identify the Service Period as daily, weekly, monthly, or annually

Reference addendum *Document Services for Trimester Scheduling* [HERE](#)

Reference the [Collaborative Teaching Practices for Exceptional Children Question and Answer Document](#).

Related Services Editor:

The screenshot shows a web-based form titled "SPED Service Editor". It contains several input fields and dropdown menus. The fields are: *Service (dropdown), Service Provider (dropdown), Service Position (dropdown), Location (text), *Start Date (calendar icon, 09/05/2011), *End Date (calendar icon, 09/04/2012), *Minutes per Service Frequency (text), *Service Frequency (text), and *Service Period (dropdown). The asterisk (*) indicates required fields.

Service: Select from the drop list the related service that is provided

Service Position: Select the position of each person responsible for implementing the services from the service position drop list.

NOTE: Do not select from the Service Provider drop list. Selection will not print on the IEP and should be removed via System Administration | Special Ed | Service Providers

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided. Include the content class (i.e., language arts, science, PE) in which the student will receive SDI. NOTE: Co-teaching is the regular classroom)

Start Date: Enter the date in which services begin

End Date: Enter the date in which services are anticipated to end

Minutes per Service Frequency: List the number of minutes the service will be provided per session for each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time. Service Minutes does not equal total minutes; it is a subset of total minutes of class time.

Service Frequency: List the number of times the service will be provided in a Service Period.

Service Period: Identify the Service Period as daily, weekly, monthly, or annually

NOTE: Student must have Transportation as a related service on current IEP, if student's Transportation Code is indicated as T5-Special Transported.

Reference the [Collaborative Teaching Practices for Exceptional Children Question and Answer Document](#).

Extended School Year

Extended School Year
Are extended school year services required for this student?
 Yes No More Data Needed

If the ARC determines ESY services are to be provided, describe the service and indicate to which annual goal or goals the service is related. If the ARC determines no ESY services are to be provided, please document the reason(s) for this decision. □

Extended School Year (ESY): means SDI and related services that are provided to a child with a disability beyond the normal school year in accordance with the child's IEP at no cost to the parents.

Transition Service Needs (14) Editor (applicable to 2011 KY IEP 14):

Transition Service Needs
What transition assessments were used to determine the student's preferences and interests?
(Check all that apply)

<input type="checkbox"/> Student Interview	<input type="checkbox"/> Student Survey
<input type="checkbox"/> Student Portfolio	<input type="checkbox"/> Vocational Assessments
<input type="checkbox"/> Interest Inventory	<input type="checkbox"/> Parent Interview
<input type="checkbox"/> Career Awareness	<input type="checkbox"/> Career Aptitude
<input type="checkbox"/> Individual Learning Plan	<input type="checkbox"/> Other(describe below):

Transition Services Needs (Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter.)

Needs Related to the Course of Study - See Present Levels of Performance

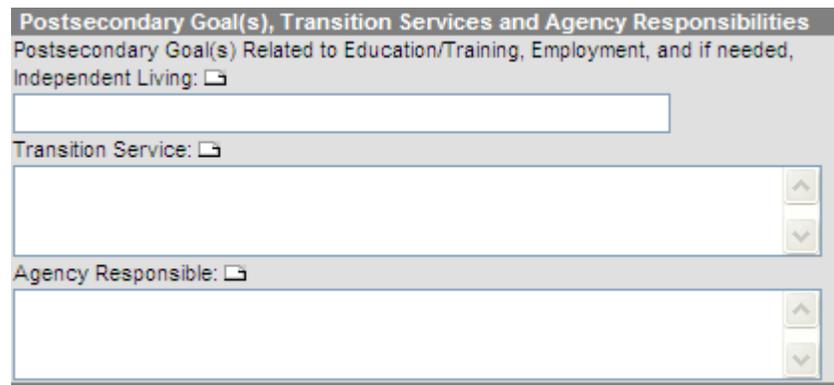
Does the student's Individual Learning Plan (ILP) include the student's course of study?
 No. If No, do not proceed with development of IEP until ILP is initiated, including the child's course of study.
 Yes. (See student's attached course of study to include current year through graduation or exiting special education)

Do transition service needs focus on the child's course of study and are they addressed in the Present Levels?
 No Yes

Transition Assessments: Check what assessments were used to determine preferences and interests of the student.

Transition Service Needs required beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter. ARC reviews (and revises if necessary), the student's multi-year course of study as outlined in the Individual Learning Plan (ILP).

Transition Services (16) Editor (applicable to 2009 KY IEP 16+):

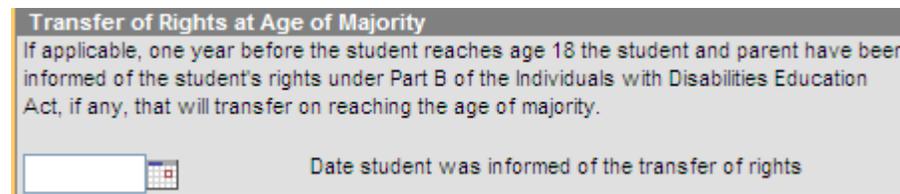


Postsecondary Goal: Required by the student's 16th birthday, or younger, if appropriate. The ARC develops postsecondary goal in the areas of 1) education/training; 2) employment, and if needed, independent living. Postsecondary goals must be measurable and intended to occur after the student graduates from high school.

Transition Service: Required by the student's 16th birthday, or younger, if appropriate, the ARC documents the transition services needed by the student to reasonably enable the student to reach postsecondary goals. Multiple transition services can be documented and numbered.

Agency Responsible: List agency responsible for providing transition service. Correspond numbering as to what agency provides the numbered transition service.

Transfer of Rights Editor:



Enter the date that the student and parent were informed of reaching the age of majority rights, making sure to do so at an ARC meeting at least one year prior to the student's 18th birthday.

For changes to an IEP, reference *Addendum to the IEP Process* [HERE](#)

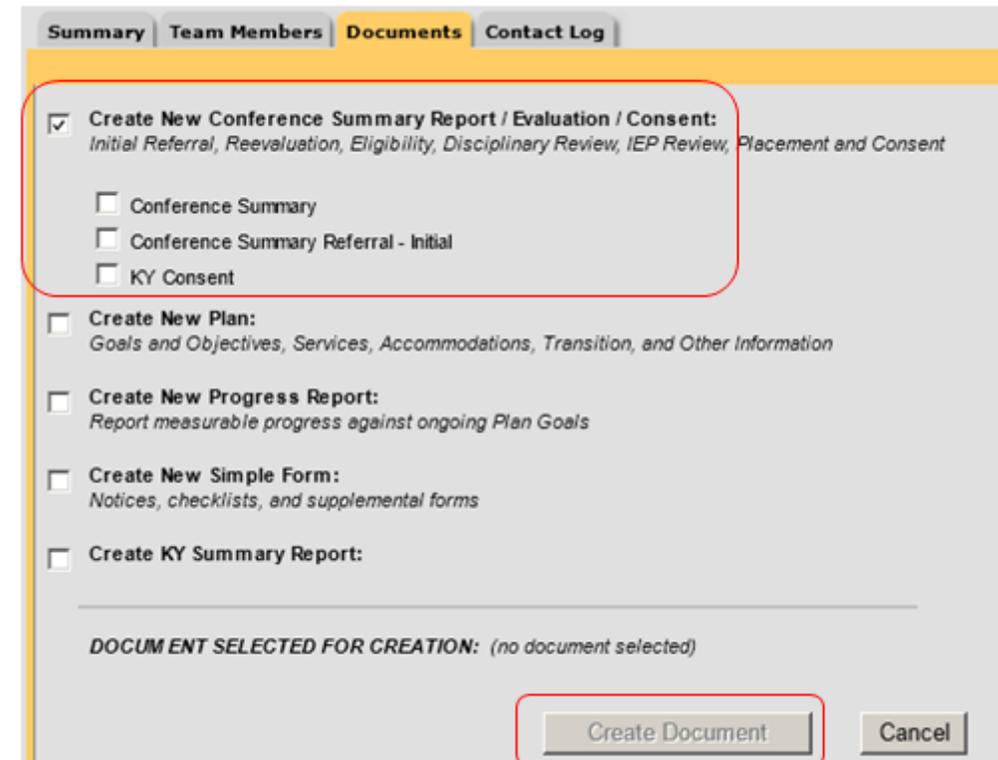
1G	Conference Summary
-----------	---------------------------

Campus Path:	Student Information Special Ed Documents Tab
---------------------	---

Click **New Document** from the New Document Wizard



Check the box next to 'Create new Conference Summary Report / Evaluation
 Check the box next to the appropriate Conference Summary
 Click the **Create Document** button



- *Conference Summary Referral – Initial* - this document should be used to document receipt and review of a Referral for special education and for Initial ARC meetings.
- *Conference Summary* – this document should be used for all other ARC meetings including but not limited to meetings for the purposes listed below:
 - Reevaluation Plan
 - Eligibility/Continued Eligibility
 - Disciplinary Review
 - IEP developed/reviewed/revised
 - Placement options and decisions

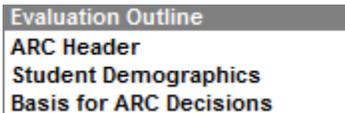
To create a Conference Summary the editors listed below require data entry upon saving/locking the document. (The Conference Summary should be locked as described on the following page prior to saving.)

- ARC Header
- Student Demographics
- Basis for ARC Decisions
- Parent Concerns and Input
- Other Factors
- Admission and Release Committee Members

Use the Save or Save and Continue function to navigate through the editors:

- Save – saves data entered and user remains on current editor
- Save and Continue – saves data entered and navigates user to the next editor, you only have to navigate to the editors mentioned above and the editor required based on purpose selected on the ARC Header editor.

As user navigates through the editors and saves data in each editor, the editor will be displayed in **bold** font.



ARC Header Editor:

Conference Summary Referral – Initial & Conference Summary

Evaluation Editor

Summary Complete

ARC Date
06/06/2013

Purpose of the Meeting

Reevaluation Plan

Eligibility/Continued Eligibility

Disciplinary Review (Manifestation Determination)

IEP developed/review ed/revised

Placement Options and Decisions

Eligibility Determination Date (read only)
04/09/2010

Please note that the Conference Summary once saved will display under Conference Summaries/Evaluations in the appropriate year based on the ARC Date entered.

Eligibility Determination Date: this is a **read only** field populated from the eligibility determination date entered on the Eligibility/Continued Eligibility editor, if appropriate.

ARC Date: Enter the Date of the Admissions and Release Committee meeting. This field auto-populates with the date the document was created.

NOTE: The document will be saved in the year based on the ARC Date entered. This date will display

beside the document name on the documents display tree.

Summary Complete: Once meeting has concluded and the Conference Summary is complete, selecting this checkbox **LOCKS** the Conference Summary once it is saved.

Purpose of the Meeting: Select the purpose of the meeting, multiple options can be selected (selection required):

- Reevaluation Plan
- Eligibility/Continued Eligibility
- Disciplinary Review
- IEP Developed/Reviewed/Revised
- Placement Options and Decisions

NOTE: The Purpose of Meeting will display next to the ARC Date beside the document name on the documents display tree.

NOTE: When a purpose is selected from list above, data entry is required in specific editors based on the purpose of the meeting before the document can be locked.

Eligibility Determination Date: this is a *read only* field populated from the eligibility determination date entered on the Eligibility/Continued Eligibility editor, if appropriate.

Student Demographics Editor:

Student Demographics

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

Last Name <input style="width: 90%;" type="text"/>	First Name <input style="width: 90%;" type="text"/>	Middle Name <input style="width: 90%;" type="text"/>	Suffix
Race, Ethnicity 6 : White	Gender M	Birthdate 04/27/1995	
Student Address P. O. Box 64 SCALF, KY 40982			
School Name Knox Central High School	School Phone (555)381-4931	Student Number <input style="width: 90%;" type="text"/>	Grade 10
Primary Disability, if currently identified Speech Language			

Refresh Student Information: Demographic data will be populated/updated with Census data
Primary Disability auto populates from the student’s current, locked Conference Summary |

Eligibility/Continued Eligibility editor, if applicable.

Basis for ARC Decisions Editor:

Basis for the ARC Decisions

DESCRIPTION OF EACH EVALUATION PROCEDURE, TEST, RECORD, OR REPORT USED AS BASIS FOR THE ARC DECISIONS. The following items were considered.

Written Assessment Report Date:

Student Progress in Achieving IEP Goals

<input type="checkbox"/> Functional Vision/Learning Media Assessment	<input type="checkbox"/> Vision Evaluation
<input type="checkbox"/> Orientation and Mobility Assessment	<input type="checkbox"/> Braille Skills Inventory

<input type="checkbox"/> Intervention Data	<input type="checkbox"/> Referral
<input type="checkbox"/> Developmental History	<input type="checkbox"/> Educational History
<input type="checkbox"/> Vision Screening	<input type="checkbox"/> Hearing Screening
<input type="checkbox"/> Health Screening	<input type="checkbox"/> Communication Screening
<input type="checkbox"/> Academic Performance Screening	<input type="checkbox"/> Cognitive Screening
<input type="checkbox"/> Social/Emotional Competence Screening	<input type="checkbox"/> Motor Screening

<input type="checkbox"/> Voice Evaluation	<input type="checkbox"/> Augmentative Comm. Assessment
<input type="checkbox"/> Oral Mechanism Evaluation	<input type="checkbox"/> Fluency Evaluation
<input type="checkbox"/> Communication Assessment	<input type="checkbox"/> Receptive Language Assessment
<input type="checkbox"/> Expressive Language Assessment	<input type="checkbox"/> Speech Sound Production Assessment
<input type="checkbox"/> Hearing Evaluation	

<input type="checkbox"/> Health/Medical Evaluation or Statement	<input type="checkbox"/> Motor Abilities
<input type="checkbox"/> Physical Therapy Assessment	<input type="checkbox"/> Occupational Therapy Assessment
<input type="checkbox"/> Assistive Technology Evaluation	<input type="checkbox"/> Perceptual Abilities Assessment

<input type="checkbox"/> Social/Cultural Factors	<input type="checkbox"/> Adaptive Behavior Scale
<input type="checkbox"/> Behavior Rating Scales	<input type="checkbox"/> Social Competence Assessment (Emotional/Behavioral)
<input type="checkbox"/> Discipline Referral(s)	<input type="checkbox"/> Behavioral Data/Logs
<input type="checkbox"/> Functional Behavior Assessment (FBA)	

Behavior Observations

Individual Family Service Plan (IFSP)

<input type="checkbox"/> Cognitive/Intellectual Assessment	<input type="checkbox"/> Academic Performance Assessment
<input type="checkbox"/> Developmental Assessment	

<input type="checkbox"/> Individual Learning Plan (ILP)	<input type="checkbox"/> Technical Vocational Assessment
<input type="checkbox"/> Multi-Year Course of Study	

Parental Input (Specify in Document Parent Concerns and Input section)

Other Data: (Specify Below if Any)

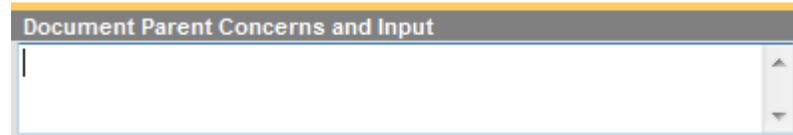
Description of each Evaluation...: Check appropriate bo

report used as a basis for proposed or refused action discussed

NOTE: If Written Assessment Report Date selected, date is required

A selection in this editor is required.

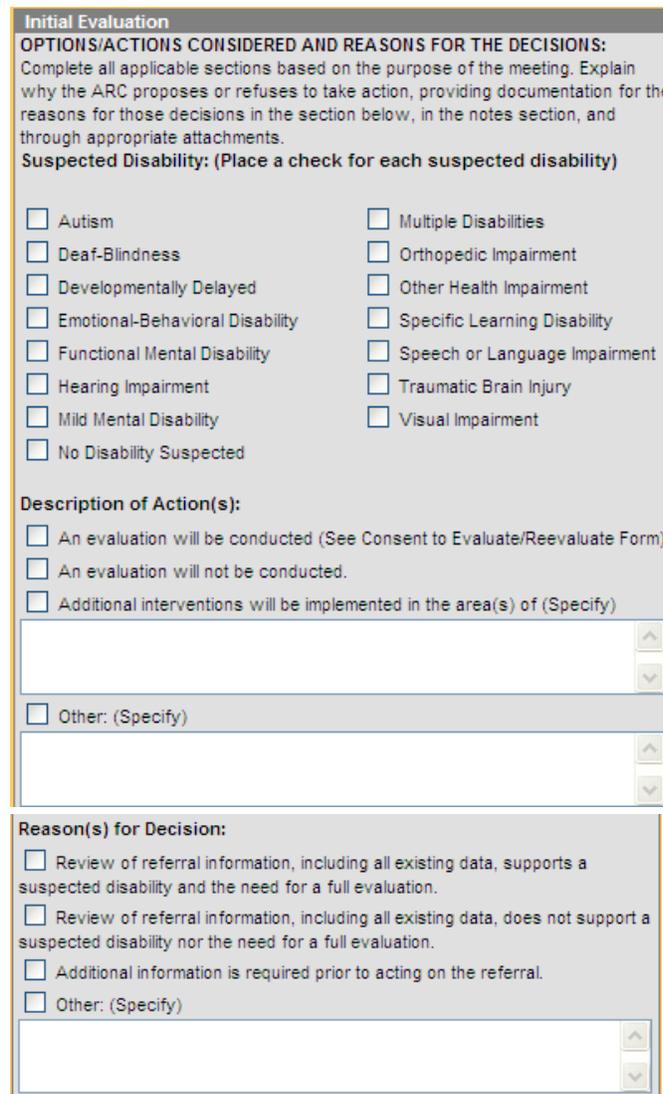
Parent Concerns and Input Editor



Provide a summary of parent concerns or input (this is a scroll textbox – unlimited characters)

Data entry in this editor is required.

Initial Evaluation Editor (only available on the Conference Summary Referral – Initial document)



Suspected Disability: Select if the child will be initially evaluated. Check the box for each suspected

disability (Check all that apply)

User cannot select a Suspected Disability AND No Disability Suspected

Description of Action: Select the appropriate description of action proposed or refused

User can select only one option

Reason for Decision(s): Select why the district proposed or refused to take action

A selection in each of the three (3) sections above is required to complete and save this editor.

If either of the 'Other: (Specify)' checkboxes are selected, data entry is required in the textbox.

Reevaluation Plan Editor

Reevaluation Plan

Do Not Print

OPTIONS/ACTIONS CONSIDERED AND REASONS FOR THE DECISIONS: Complete all applicable sections based on the purpose of the meeting. Explain why the ARC proposes or refuses to take action, providing documentation for the reasons for those decisions in the sections below, in the notes section, and through appropriate attachments.

The ARC reviewed existing data as outline in Section I, including but not limited to:

1. Evaluations and information provided by parents;
2. Current classroom-based assessments and observations; and
3. Observations by teachers and related services providers.

(1) The ARC has decided that additional information (See Consent to Evaluate/Reevaluate Form) is needed to determine: (Check all that apply)

If the student continues to have a disability.

If the student continues to need special education.

The present level of academic and functional performance and educational needs of the student.

Any additions or modifications to the special education and related services needed to enable the student to meet the goals set out in the IEP and to participate, as appropriate, in the general curriculum.

OR, (2) The ARC decided that

Current data is sufficient. OR

A formal evaluation as requested by the parent will be conducted. (See Consent to Evaluate/Reevaluate Form).

AND

The parents have been informed of these decisions.

Notes

|

Make appropriate selections based on Reevaluation meeting.

When 'Reevaluation Plan' is the selected Purpose for the meeting, the user must select either (1) **OR** (2) **AND** click the checkbox for 'The parents have been informed of these decisions'.

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Reevaluation Plan' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a

header labeled as the Editor Name.

Eligibility/Continued Editor

Eligibility/Continued Eligibility

Do Not Print

OPTIONS/ACTIONS CONSIDERED AND REASONS FOR THE DECISIONS: Complete all applicable sections based on the purpose of the meeting. Explain why the ARC proposes or refuses to take action, providing documentation for the reasons for those decisions in the sections below, in the notes section, and through appropriate attachments.

Eligibility/Continued Eligibility: Document the ARC decision regarding the determination of the student's eligibility for special education and related services and reasons for the decision on the appropriate Eligibility Determination form(s). (Note: For Multiple Disabilities, complete a separate form for each underlying disability category.)

***Date of Eligibility Determination** Student does not have an educational disability requiring special education and related services.

Primary Disability Student does not meet eligibility criteria for an additional disability.

For students identified as Multiple Disabilities document the underlying disabilities below:

Underlying Disability (A)	Underlying Disability (B)
<input type="text"/>	<input type="text"/>
Underlying Disability (C)	Underlying Disability (D)
<input type="text"/>	<input type="text"/>

Notes:

Date of Eligibility Determination: Enter month, day and year of the last date that eligibility for services was determined by the ARC.

- This date will auto populate to the students most recent Date of Eligibility Determination regardless of the purpose selected.
- This date will populate as a Read Only field on the ARC Header Editor.
- This date will also calculate the Reevaluation Date of the student on various reports within Infinite Campus and the *IDEA December 1 Child Count*.

Student does not have an educational disability requiring special education and related services. Check if appropriate

Student does not meet eligibility criteria for an additional disability. Check if a student is currently eligible for one category and is tested for a second category, but does not qualify for the second

category. (EX: Student is eligible for SL and they are tested for SLD. However, they do not qualify for SLD, but remain eligible for Speech.)

Note: if this box is checked then you leave the original Primary Disability and original Date of Eligibility Determination in their respective fields.

Primary Disability: The Primary Disability will auto populate with the most recent P.D. regardless of the purpose of the meeting. From the drop list, select the appropriate category of disability for student.

If Multiple Disabilities selected as Primary Disability at least two Underlying Disabilities must be selected

- *The students Primary Disability will auto populate from the students previous Conference Summary regardless of the purpose selected.*

NOTE: Data elements in this area should be completed based on appropriate disability eligibility form.

Once document saved and locked any subsequent KYIEP, KY Private School Plans and fields will populate with selection.

A selection from the Primary Disability drop list **OR** the checkbox of Student does not have an educational disability...**MUST** be made if Eligibility/Continued Eligibility is selected as Purpose of Meeting.

Code	Disability
01	Mild Mental Disability
02	Functional Mental Disability
04	Hearing Impaired
05	Speech Language
06	Visually Impaired
07	Emotional Behavior Disability
08	Orthopedically Impaired

Code	Disability
09	Other Health Impaired
10	Specific Learning Disability
11	Deaf Blind
12	Multiple Disabilities
13	Autism
14	Traumatic Brain Injury
15	Developmentally Delayed

NOTE: The location of this field is the data owner of Primary Disability and will populate the IDEA December 1 Child Count

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Eligibility/Continued Eligibility' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

IEP Developed/Reviewed/Revised Editor

IEP Developed/Reviewed/Revised

Do not print if meeting was to review a referral only

OPTIONS/ACTIONS CONSIDERED AND REASONS FOR THE DECISIONS:
Complete all applicable sections based on the purpose of the meeting. Explain why the ARC proposes or refuses to take action, providing documentation for the reasons for those decisions in the sections below, in the notes section, and through the appropriate attachments.

Individual Education Program developed/reviewed/revised
(A new IEP must be developed at least annually for continued eligibility).

An Individual Education Program has been developed, reviewed, or revised.

An Individual Education Program has been reviewed and remains appropriate until Annual Review.

An Individual Education Program has NOT been developed, reviewed, or revised.

Notes

Select the appropriate checkbox as to the status of the IEP

A selection MUST be made if IEP Developed/Reviewed/Revised is selected as the Purpose of the Meeting.

The 'Do not print if meeting was to review a referral only' checkbox should be selected when the purpose of the meeting does not include 'Develop/Review/Revise the IEP' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Placement Options and Decisions Editor

Placement Options and Decisions	
<input type="checkbox"/> Do Not Print	
Placement Options and Decisions: Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):	
Placement Option Considered	
Full time general education environment (Participation only in the regular education environment, including classes with co-teaching)	
Accepted:	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Reason Accepted/Rejected	
<input type="text"/>	
Part-time general education and Part-time special education environment. (Participation in regular education, which may include co-teaching, and special education environments; any time the student is removed from regular education, regardless of the amount of time)	
Accepted:	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Reason Accepted/Rejected	
<input type="text"/>	
Full-time special education environment (Participation only in a special education environment; no participation with non-disabled peers for any part of school day)	
Accepted:	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Reason Accepted/Rejected	
<input type="text"/>	
Consideration of Potential Harmful Effects	
<input type="checkbox"/> There are no potential harmful effects of the placement on the child or on the quality of services needed by the child.	
<input type="checkbox"/> Potential harmful effects identified and modifications to compensate are outlined below:	
Notes	
<input type="text"/>	

Placement Option Considered: Document discussion for placement options 'Accepted' (Yes) or 'Rejected' (No) and reason for accepting or rejecting the specific placement option. Select placement option based on the services described in the child's IEP and the ability to provide these options in the least restrictive environment possible with the child's non-disabled peers.

This editor should be progressed through starting with the **first** placement option:

- If 'Yes' selected, enter the reason accepted and then proceed to the Consideration of Harmful Effects.
- If 'No' selected enter the reason rejected and proceed to the **second** placement option.
- If 'Yes' selected on **second** placement option, enter the reason accepted and then proceed to the Consideration of Harmful Effects.
- If 'No' selected enter the reason rejected and proceed to the **third** placement option.
- If 'No' selected on placement option one and two, yes must be selected for **third** placement with reason accepted entered.

NOTE: Once a selection of YES and reason accepted entered, no other data entry will be accepted.

Consideration of Potential Harmful Effects: If determining placement, document any potentially harmful effects on the child or the quality of services.

A selection of yes for one of the placements must be made if Placement Options and Decisions was the selection for the Purpose of the Meeting.

A selection of Consideration of Potential Harmful Effects must be made if Placement Options and Decisions was the selection for the Purpose of the Meeting.

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Placement Options and Decisions' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Notice of Graduation or Aging-Out Editor

Notice of Graduation or Aging Out

Do Not Print

IV. NOTICE OF GRADUATION OR AGING OUT: (for students beginning at age 16 or younger if appropriate)

The ARC anticipates the student will NOT require longer than 4 years of high school to graduate.

The ARC anticipates the student will require longer than 4 years of high school to graduate.

The ARC anticipates that the student will graduate within the next twelve (12) months.

The student has been provided with a summary of academic and functional performance including recommendations on how to assist the student in meeting his or her post secondary goal(s).

Based on the student's birth date, the student will age-out and no longer be eligible for services on:

Notes

Notice of Graduation or Aging Out: Beginning when student is age 16 or younger, the ARC should document the student's graduation plan or date of reaching maximum age.

If age-out is selected the student's 21st birthdate must be entered.

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Notice of Graduation or Aging Out' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Disciplinary Review Editor

Disciplinary Review

Do Not Print

Disciplinary Review (Complete Manifestation Determination Form, if applicable)

Notes

Select if a Disciplinary Review is the purpose of the meeting

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Disciplinary Review' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Medicaid Editor

Medicaid

Do Not Print

Annual written notice was provided to the parent in order to submit claims for Medicaid Reimbursement.

In addition to covered services on the student's IEP and/or covered evaluations outlined through evaluation planning, collateral services will be provided by qualified providers as needed.

Student is not eligible for Medicaid.

Notes

Document the appropriate action(s) when a student is eligible for Medicaid services

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Medicaid' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Other Factors Editor

Other Factors Relevant to the Action

Identified factors relevant to the action as follows (if any) specified below.

None identified

Identified factors relevant to the action as follows:

Document Identified factors relevant to the action:

Select **None Identified**, if appropriate

Select **Identified factors relevant to the action** if appropriate. If selected, factors must be documented in the textbox

A selection in this editor is required.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Admissions and Release Committee Members Editor

User must click on Add Team Meeting

Admissions and Release Committee Members

I have been advised, in my native language, and I understand the contents of this notice. I have a copy and have received an explanation of my procedural safeguards as parent of a student with a disability or as a student with a disability. I understand that I can receive an additional copy of my procedural safeguards, a further explanation of my rights, or assistance in understanding the content of this notice by contacting the student's school or the Director of Special Education.

***Names of Student Representative(s)**

Parent participated via alternate means.

***(if age 18 or older or younger if appropriate)**

Parents did not attend meeting.

Date

A copy of Parent Rights, if necessary, and appropriate Due Process forms were:

Mailed Delivered by school personnel

Sent home with student Emailed

Sent by fax

Names of Student Representative(s): Enter names of person(s) in attendance as the representative of student. *This is a required field*

Parents participated via alternate means: Check if applicable

Parents did not attend meeting: Check if applicable

Date: Enter date in which Parent Rights and appropriate Due Process forms were distributed

Select means in which Parent Rights and appropriate Due Process forms were distributed; at least one selection is required.

Admissions and Release Committee Members Attendance Editor

Name	Role
✕ <input type="text"/>	<input type="text"/>

Enter Name and Role of each attendee present. Use the Add New Attendee to enter each attendee.

Name: Enter name of attendee

Role: Enter role of attendee

Obtain signatures of all committee members in attendance of the ARC meeting.

Summary Notes Editor

Notes that are entered within each previous editor will be displayed under a heading of that editor within the printed Notes section of the Conference Summary. Summary Notes will print in the order the notes are entered on the specified editors followed by any notes entered on the 'Summary Notes' editor.

Additional Information:

- 1 COPY feature is not available for use on Conference Summary documents.
- 2 The Conference Summary documents are displayed under Conference Summaries/Evaluations in the documents list.

1H	KY Consent
Campus Path:	Student Information Special Education Documents Tab

Click **New Document** from the New Document Wizard



Check the box next to 'Create new Conference Summary Report / Evaluation / Consent:'

Check the box next to KY Consent

Click the **Create Document** button

Summary | Team Members | **Documents** | Contact Log

Create New Conference Summary Report / Evaluation / Consent:
Initial Referral, Reevaluation, Eligibility, Disciplinary Review, IEP Review, Placement and Consent

- Conference Summary
- Conference Summary Referral - Initial
- KY Consent

Create New Plan:
Goals and Objectives, Services, Accommodations, Transition, and Other Information

Create New Progress Report:
Report measurable progress against ongoing Plan Goals

Create New Simple Form:
Notices, checklists, and supplemental forms

Create KY Summary Report:

DOCUMENT SELECTED FOR CREATION: (no document selected)

Consent Editor:

Consent

Evaluation Type: [Dropdown menu]

*Notice Date: 06/06/2013 [Calendar icon]

*Date of Consent for Initial Evaluation: [Date field] [Calendar icon]

*Date of Consent for Services: [Date field] [Calendar icon]

Date of Consent for Reevaluation: [Date field] [Calendar icon]

Evaluation Type: Select if the Evaluation is an Initial or Reevaluation.

Notice Date: The notice date is the date KY Consent form was created.

***Note:** This date is required and auto populates with the date the KY Consent was created.

Date of Consent for Initial Evaluation: This is the date the Consent to Evaluate/Reevaluate form was

signed by the parents to conduct the an Initial Evaluation.

***Note:** This date is required and auto populates from the previous KY Consent form.

***Note:** Though this field is “red” the KY Consent form can be saved and locked without a date being entered.

Date of Consent for Services: This is the date the parent signs the Consent for Special Education and Related Services Form.

***Note:** Though this field is “red” the KY Consent form can be saved and locked without a date being entered.

Date of Consent for Reevaluation: This is the date the parent signs the Consent to Evaluate/Reevaluate form.

Click save and continue button



Student Demographics Editor:

Student Demographics

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below .

Last Name <i>Easter</i>	First Name <i>Nick</i>	Middle Name	Suffix
Race, Ethnicity <i>6 : White</i>	Gender <i>M</i>	Birthdate <i>04/02/1996</i>	
Student Address <i>P.O. Box 554 HEIDRICK, KY 40949</i>			
School Name <i>Knox Centrail High School</i>	School Phone <i>(555)489-4560</i>	Student Number <i>1952375143</i>	Grade <i>11</i>
Primary Disability, if currently identified <i>Other Health Impaired</i>			

1. Click the “Refresh Student Information” button.

Refresh Student Information: Demographic data will be populated/updated with Census data
Primary Disability auto populates from the student’s current, locked Conference Summary | Eligibility/Continued Eligibility editor, if applicable.

Click save and continue button



Evaluations Editor:

The Evaluations Editor is the Evaluation Planning section (page 1) of the Consent to Evaluate/Reevaluate Form. In this editor FOR EACH EVALUATION (INITIAL OR REEVALUATION), mark 'X' for the assessment components determined to be addressed within the multidisciplinary assessment. Mark 'E' if the assessment exists within the educational records of the student and will be considered. Also information about recommendations for student needs and existing reports/assessment data, that will be used will go in to the text boxes at the bottom of this editor.

Click save and continue button 

Evaluations Editor:

Evaluations	
FOR EACH EVALUATION (INITIAL OR REEVALUATION), mark 'X' for the assessment components determined to be addressed within the multidisciplinary assessment. Mark 'E' if the assessment exists within the educational records of the student and will be considered.	
Health, Vision, Hearing, and Motor Abilities	
<input type="checkbox"/> <input type="checkbox"/> Medical / Health Evaluation	<input type="checkbox"/> <input type="checkbox"/> Vision Exam
<input type="checkbox"/> <input type="checkbox"/> Functional Vision / Learning Media Assessment	<input type="checkbox"/> <input type="checkbox"/> Orientation and Mobility
<input type="checkbox"/> <input type="checkbox"/> Braille Skills Inventory	<input type="checkbox"/> <input type="checkbox"/> Hearing
<input type="checkbox"/> <input type="checkbox"/> Fine Motor	<input type="checkbox"/> <input type="checkbox"/> Gross Motor
<input type="checkbox"/> <input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> <input type="checkbox"/> Physical Therapy
<input type="checkbox"/> <input type="checkbox"/> Behavior Observation	<input type="checkbox"/> <input type="checkbox"/> Assistive Technology
<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>	
Academic Performance	
<input type="checkbox"/> <input type="checkbox"/> Basic Reading	<input type="checkbox"/> <input type="checkbox"/> Reading Comprehension
<input type="checkbox"/> <input type="checkbox"/> Reading Fluency	<input type="checkbox"/> <input type="checkbox"/> Math Calculation
<input type="checkbox"/> <input type="checkbox"/> Math Reasoning	<input type="checkbox"/> <input type="checkbox"/> Oral Expression
<input type="checkbox"/> <input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> <input type="checkbox"/> Written Expression
<input type="checkbox"/> <input type="checkbox"/> Performance-Based Tests	<input type="checkbox"/> <input type="checkbox"/> Criterion-Referenced Tests
<input type="checkbox"/> <input type="checkbox"/> Curriculum-Based Tests	<input type="checkbox"/> <input type="checkbox"/> Behavior Observations
<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>	Specify Areas: <input type="text"/>
General Intelligence	
<input type="checkbox"/> <input type="checkbox"/> Cognitive / Intellectual Assessment	<input type="checkbox"/> <input type="checkbox"/> Behavior Observation
<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>	
Social and Emotional Status	
<input type="checkbox"/> <input type="checkbox"/> Adaptive Behavior / Self-Help	<input type="checkbox"/> <input type="checkbox"/> Behavior Observation
<input type="checkbox"/> <input type="checkbox"/> Behavior Rating Scale	<input type="checkbox"/> <input type="checkbox"/> Functional Behavior Assessment
<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>	
Communication Status	
<input type="checkbox"/> <input type="checkbox"/> Receptive Language	<input type="checkbox"/> <input type="checkbox"/> Expressive Language
<input type="checkbox"/> <input type="checkbox"/> Speech Sound Production	<input type="checkbox"/> <input type="checkbox"/> Voice
<input type="checkbox"/> <input type="checkbox"/> Fluency	<input type="checkbox"/> <input type="checkbox"/> Oral Mechanism
<input type="checkbox"/> <input type="checkbox"/> Hearing	<input type="checkbox"/> <input type="checkbox"/> Behavior Observation
<input type="checkbox"/> <input type="checkbox"/> Augmentative Communication	<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>
Vocational Evaluation / Transition Needs	
<input type="checkbox"/> <input type="checkbox"/> Vocational Aptitude	<input type="checkbox"/> <input type="checkbox"/> Interest Inventory
<input type="checkbox"/> <input type="checkbox"/> Learning Style	<input type="checkbox"/> <input type="checkbox"/> Behavior Observations
<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>	
Other:	
<input type="checkbox"/> <input type="checkbox"/> Social and Developmental History	<input type="checkbox"/> <input type="checkbox"/> IEP Progress Data
<input type="checkbox"/> <input type="checkbox"/> RTI Data	<input type="checkbox"/> <input type="checkbox"/> State Assessment Data
<input type="checkbox"/> <input type="checkbox"/> Specify: <input type="text"/>	
List the recommendations for student needs (e.g., glasses, hearing aids), any modifications/adaptations of evaluation instruments, procedures, or settings to be used for the evaluation (i.e., native language, mode of communication, cultural factors). <input type="text"/>	
List existing reports/assessment data, which will be used as part of the multi-disciplinary assessment. <input type="text"/>	

Parent Consent Editor:

The Parent Consent Editor is the Parent Consent section (page 2) of the Consent to Evaluate/Reevaluate Form.

Parent Consent

Person Granting Consent Relationship to student

Suspected Disability

Suspected Disability 2

Suspected Disability 3

The parent agrees for evaluation in each of the ARC selected areas for assessment indicated below :

<input type="checkbox"/> Health	<input type="checkbox"/> Vision
<input type="checkbox"/> Hearing	<input type="checkbox"/> Social and Emotional Status
<input type="checkbox"/> General Intelligence	<input type="checkbox"/> Academic Performance
<input type="checkbox"/> Communication Status	<input type="checkbox"/> Motor Abilities
<input type="checkbox"/> Vocational Evaluation	<input type="checkbox"/> Functional Vision / Learning Media Assessment
<input type="checkbox"/> Other (specify):	<input type="checkbox"/> Other (specify):

Parental Consent

Parent gives consent for full evaluation in the area(s) above.

For reevaluation, parent acknowledges there is no additional data needed.

Parent does not give consent.

Consent to Receive Services

Consent to Receive Services

Revocation / Denial of Consent

Signature Date

* Person providing or revoking consent must be the verified student representative.

Person Granting Consent: Type the name of the person granting consent for evaluation/reevaluation in to the following text box.

Relationship to Student: Select the relationship of the Person Granting Consent to the student.

Suspected Disability:

For a reevaluation select the appropriate disability from the drop down menu.
If an initial evaluation then select the suspected disability from the drop down menu.

Suspected Disability 2-3:

For a reevaluation leave these options blank.
If an initial evaluation then select additional suspected disabilities from the drop down menu.

Agreement of Assessment areas check boxes:

Place a check box in each of the ARC selected areas for assessment that the parent has agreed to for evaluation.

Parent Consent Options: Parental consent options are selected for consent for evaluation.
Select only one of the following options.

Consent to Receive Services Options: select one of the following options if the parent either choses to consent for their child to receive services or if the parent revokes or denies consent to receive services.

Signature Date: There is a known issue with this date please leave this date blank.

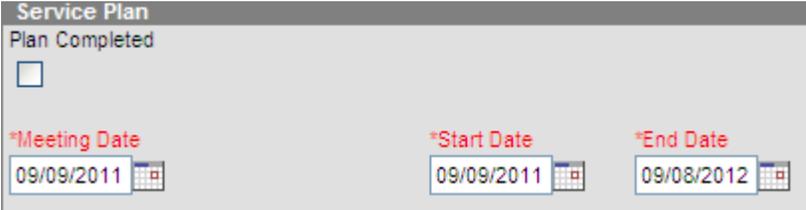
- 1) Click the "Save" button 
- 2) To lock the document you must click on the "Documents" Tab to get to the main screen



- 3) Click on the KY Consent Form so that it is highlighted



- 4) Click the "Lock/Unlock" button 

11	Private School Service Plan
Campus Path:	Student Information Special Education Documents Tab
<p>Kentucky Administrative Regulations: 707 KAR 1:370</p> <ul style="list-style-type: none"> • A private school child with a disability does not have the individual right to receive all of the special education and related services that he/she would receive if enrolled in a public school. • A private school child with a disability may receive a different amount of services than children with disabilities enrolled in public schools. These services are specified on a Service Plan, not an IEP. • When a parent decides to place his child with a disability in a private school after the district offered a free and appropriate public education the district is not required to pay for the cost of the private education. • Parents may file a state-level complaint if the district failed in its responsibilities to evaluate and determine eligibility for private school children with disabilities. Parents may not file state-level complaints on other IDEA issues, such as failure to provide services contained in a Service Plan. • Services provided to a private school child with a disability may be provided at a site determined by the district. <p>Create New Form: from the drop list, select the Private School Service Plan</p> <p>Service Plan Editor</p>  <p>Plan Completed: Once Service Plan is complete, selecting this checkbox LOCKS the PSP and thus makes the Service Plan complete and considered official and current</p> <p>Meeting Date: Enter the date the Admissions and Release Committee met to develop the current Service Plan</p> <p>Start Date: Enter the date in which the Service Plan starts and services begin.</p> <p>End Date: Enter the date in which the Service Plan is due to be reviewed. This field will be auto populated, one year minus a day from the Meeting Date entered.</p>	

Student Demographics Editor

Student Demographics

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

Last Name <input type="text"/>	First Name <input type="text"/>	Middle Name <input type="text"/>	Suffix
Race, Ethnicity 6 : <i>White</i>	Gender <i>M</i>	Birthdate <i>04/27/1995</i>	
Student Address <i>P.O. Box 64 SCALF, KY 40982</i>			
School Name <i>Knox Central High School</i>	School Phone <i>(555)381-4931</i>	Student Number <input type="text"/>	Grade <i>10</i>
Primary Disability, if currently identified <i>Speech Language</i>			

Refresh Student Information: This will populate demographic data from Census

Enrollment Status Editor

Enrollment Status

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

The editable values will change the values in the PSP and it will update the special ed status values in any enrollments that intersect the dates of the plan. The update of the enrollment will only occur when the plan is marked completed.

State ID
1952392106

Primary Disability
07: Emotional Behavior Disability

Special Ed Status
A: Active ▼

Special Ed Setting
6A:(age 6-21) >80% of day in general ed programs ▼

Resident District
:

District of Placement
301: Knox County

Private School Placement

Home Primary Language
1380: Spanish

Primary Disability: Click ‘Get Disability from Evaluation’ button to auto-populate the Primary Disability as *Read only* from student’s Conference Summary | Eligibility/Continued Eligibility Editor. Code descriptions can be found [HERE](#).

***Special Ed Status:** From the drop list, select the option that defines the student’s status within the special education process at a specific school location and assists in the determination as to whether this student will be included in the school’s December 1st Child Count.

Code	Title	Description
A	Active	Student is actively enrolled in special education
AR	Active/Referred	Student is already enrolled in special education and is being referred for another reason (e.g., student currently identified as Speech or Language Impaired and in the reevaluation process for another categorical disability area).
ER	Eligible – Parent Refused	Student eligible for special education services; however, parent refused services.
I	Inactive	Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services).
N	Not Eligible	Student was tested and determined not eligible to receive services
PR	Pre-Referral	Optional status designation to be used when school desires to track non-special education student in the intervention process
Z	Referred	Non-special education student is being referred for testing.

***Setting:** From the drop list, select the appropriate LRE description. LRE settings are based upon student’s age as of December 1st.

Code	Description	
3A1	10 hours or more in a regular early childhood program per week	Majority of special education and related services provided within the early childhood program
3A2		Majority of special education and related services provided in another location
3B1	Less than 10 hours in a regular early childhood program per week	Majority of special education and related services provided within the early childhood program
3B2		Majority of special education and related services provided in another location
3F	Special Education Program	Residential Facility
3P		Service Provider Location
3S		Separate Class
3U	Separate School	
3X	Home	

Ages 6-21	
Code	Description
6J	Parentally Placed in Private School

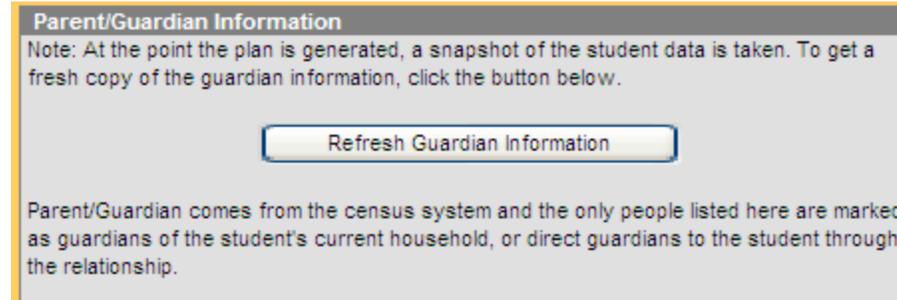
NOTE: The only valid Setting for a student age 6-21 is 6J: Parentally Placed in Private School

Resident District: Auto-populates from Enrollment | State Reporting Fields; select from drop list the district in which the student resides (where they live)

District of Placement: Auto-populates district name in which the service plan is created

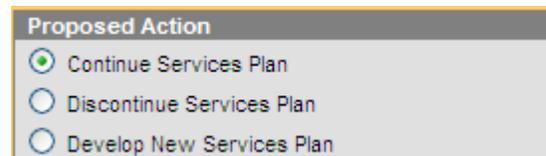
Private School Placement: Enter the private school in which the student receives general education

Parent/Guardian Demographics Editor



Refresh Guardian Information: This will populate parent/guardian demographics from the student's current household/relationship

Proposed Action Editor



Proposed Action: Upon review of the service plan, select the appropriate action as decided by ARC

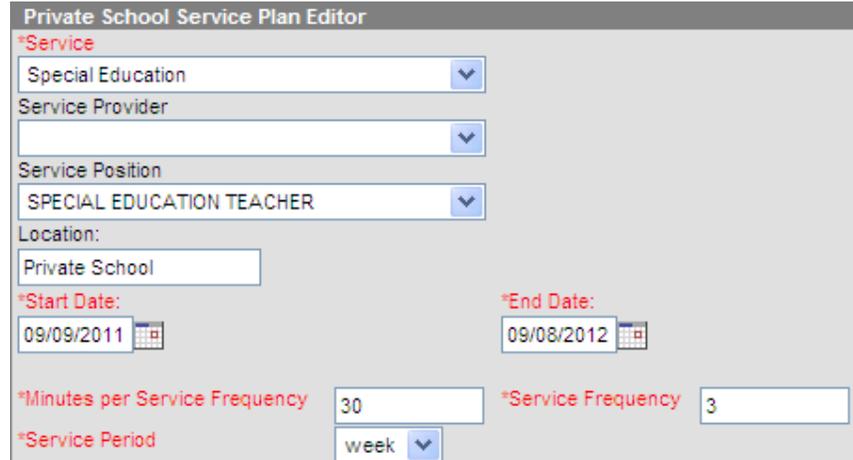
Goals and Objectives Editor



Area: Enter the Content Area for the specified goal

Annual Goal: Enter statement of anticipated results to be achieved in a calendar year or less as determined by the ARC

Services Editor:



Private School Service Plan Editor

*Service: Special Education

Service Provider: [Empty]

Service Position: SPECIAL EDUCATION TEACHER

Location: Private School

*Start Date: 09/09/2011

*End Date: 09/08/2012

*Minutes per Service Frequency: 30

*Service Frequency: 3

*Service Period: week

Service: Select from drop list Special Education

Service Position: Select the position of each person responsible for implementing the services from the service position drop list.

NOTE: Do not select from the Service Provider drop list. Selection will not print on the service plan and should be removed via System Administration | Special Ed | Service Providers

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided.

Start Date: Enter the date in which services begin

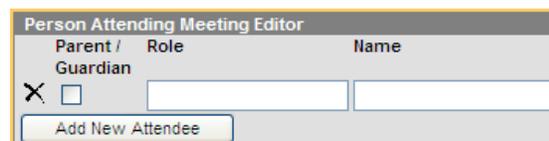
End Date: Enter the date in which services are anticipated to end

Minutes per Service Frequency: List the number of minutes the service will be provided per session in each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time. Service Minutes does not equal total minutes; it is a subset of total minutes of class time.

Service Frequency: List the number of times the service will be provided in a Service Period.

Service Period: Identify the Service Period as daily, weekly, monthly, or annually

Team Meeting Editor | New Team Meeting



Parent / Guardian	Role	Name
<input type="checkbox"/>	[Empty]	[Empty]

Add New Attendee

Enter Role and Name of meeting participants, if parent/ guardian select indicator

1J State and Federal Reports	
Campus Path:	KY State Reporting
IDEA December 1 Child Count Due to KDE December 15 th	
Data Element	Data Path
District Number	System Administration>Resources>District Information>State District Number
School Number	System Administration>Resources>School>School Editor>School Detail>Location Number
SSID	Census>People>Person Identifiers>State ID
Last Name	Census>People>Person Information>Last Name
First Name	Census>People>Person Information>First Name
Date of Birth	Census>People>Person Information>Birth Date
Primary Disability	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Primary Disability
Gender	Census>People>Person Information>Gender
Race/Ethnicity	Census>People>Person Information>Race
English Proficiency	Student Information>General>LEP Tab>English Proficiency
Placement (LRE/FAPE)	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Setting
Age (as of December 1 st)	Census>People>Person Information>Birth Date
IEP Begin Date	Student Information>Special Education>Documents Tab>KY IEP Plan>Education Plan Editor>IEP Begin Date
IEP End Date	Student Information>Special Education>Documents Tab>KY IEP Plan>Education Plan Editor>IEP End Date
Re-evaluation due date	Student Information>Special Education>Documents Tab>Conference Summary>Eligibility/Continued Eligibility Editor > Eligibility Determination Date
State Grade	Student Information>General>Enrollment>Grade

1K Special Education Exit Report	
Campus Path:	KY State Reporting
Special Education Exit Report Due to KDE July 31 st	
Data Element	Data Path
District Number	System Administration>Resources>District Information>State District Number
School Number	System Administration>Resources>School>School Editor>School Detail>Location Number
SSID	Census>People>Person Identifiers>State ID
Last Name	Census>People>Person Information>Last Name
First Name	Census>People>Person Information>First Name
Date of Birth	Census>People>Person Information>Birth Date
Primary Disability	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Primary Disability
Gender	Census>People>Person Information>Gender
Race/Ethnicity	Census>People>Person Information>Race
English Proficiency	Student Information>General>LEP Tab>English Proficiency
Special Education Exit Status	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Special Ed Exit Status
Age (age 14 or older as of December 1st)	Census>People>Person Information>Birth Date

1L	KDE Custom Discipline Reports
Campus Path:	KY State Reporting KDE Reports SPED EOY Behavior Data
<p>Removal Report: Report of behavior removals of Special Education students from their regular setting; this includes SSP3 (out of school suspension) and INSR (In-School Removal)</p> <p>Expulsion Report: Report of behavior resolutions of SSP1 (Expulsion, Receiving Services) and SSP2 (Expulsion, not Receiving Services). This report includes ALL students (special education and regular education)</p> <p>Due to KDE July 31st</p>	
Data Element	Data Path
District Number	System Administration>Resources>District Information>State District Number
School Number	System Administration>Resources>School>School Editor>School Detail>Location Number
State ID	Census>People>Person Identifiers>State ID
Last Name	Census>People>Person Information>Last Name
First Name	Census>People>Person Information>First Name
Birth date	Census>People>Person Information>Birth Date
Gender	Census>People>Person Information>Gender
Race/Ethnicity	Census>People>Person Information>Race
English Proficiency	Student Information>General>LEP Tab>English Proficiency
Special Ed Status	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Special Ed Status
Primary Disability	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Primary Disability
State Resolution Code=SSP1, SSP2, SSP3, INSR	Student Information>General>Behavior Tab
Resolution Length School Days	Calculated field based on Resolution Start and End Timestamp
Resolution Start Time Stamp	Student Information>General>Behavior Tab>Resolution Start Date and Time
Resolution End Time Stamp	Student Information>General>Behavior Tab>Resolution End Date and Time

1M	First Steps Referral Process
Campus Path:	Student Information Student Locator

First Steps Referral Process:

First Steps is Kentucky’s early intervention program that provides services to families with children, age’s birth to 3 who have developmental disabilities. This program receives federal funds under the Infants and Toddlers section in Part C of the Individuals with Disabilities Education Act (IDEA). The IDEA also funds programs for preschool and school age children ages 3 through 21 with disabilities under Part B of the Act.

Enroll the student at the school that they will or would attend if they qualify for services

- Student Information | Student Locator
- Enter appropriate search criteria, at minimum first name, last name and gender
- Click on Search for Student

Student Locator

Student Search

Search for a student already tracked in Campus using the fields provided. A minimum amount of data must be entered i enter the State ID, the SSN, or the full legal lastName, firstName and gender. Select a student from the list or click on Cr SSN-only search, the user must still do a name based search before they are allowed to create a new person.

Last Name <input type="text" value="doe"/> First Name <input type="text" value="jane"/> Gender <input type="button" value="F"/> Birth Date <input type="text" value=""/> Middle Name <input type="text" value=""/> SSN # <input type="text" value=""/> - <input type="text" value=""/> - <input type="text" value=""/> State ID <input type="text" value=""/> <input style="border: 2px solid red;" type="button" value="Search-->"/>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: left;"> <thead> <tr> <th style="text-align: left;">Name</th> <th style="text-align: left;">State ID</th> <th style="text-align: left;">Gender</th> <th style="text-align: left;">Birth Date</th> <th style="text-align: left;">%</th> </tr> </thead> <tbody> <tr> <td>DOE, JANE</td> <td></td> <td>F</td> <td></td> <td>100</td> </tr> <tr> <td>DOE, JOHN</td> <td></td> <td>F</td> <td>08/28/1964</td> <td>67</td> </tr> <tr> <td>Dew, Jeanne Marie</td> <td>1949321671</td> <td>F</td> <td>11/22/1991</td> <td>33</td> </tr> <tr> <td>Diaz, Juana lbeth</td> <td>1940719840</td> <td>F</td> <td>08/28/1994</td> <td>33</td> </tr> </tbody> </table>	Name	State ID	Gender	Birth Date	%	DOE, JANE		F		100	DOE, JOHN		F	08/28/1964	67	Dew, Jeanne Marie	1949321671	F	11/22/1991	33	Diaz, Juana lbeth	1940719840	F	08/28/1994	33
Name	State ID	Gender	Birth Date	%																						
DOE, JANE		F		100																						
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Dew, Jeanne Marie	1949321671	F	11/22/1991	33																						
Diaz, Juana lbeth	1940719840	F	08/28/1994	33																						

- Student will most likely not show up in the locator, if not select ‘Create New Student’
- This process will create a new State ID for the child

- Enter the required data elements
 - Last Name
 - First Name
 - Gender
 - Birth Date
 - Race/Ethnicity

- **Calendar** will default to current school calendar
- **Schedule:** If the school only has one schedule structure called Main, assign the students to that schedule structure. If the school had multiple structures, the student's must be assigned to one schedule designated for preschool students.
- **Grade:** 95-Infant; 96-1 year old; 97-2 year old; 98-3 year old; 99-4 year old, this *age is the student's age as of the October 1st*.
- **Start Date:** Enter the date the student will be evaluated, this date may change later as to the date services begin.
- **Start Status:** Select E01: First enrollment of the year
- **Enrollment Status:** Select N: Special Ed Services Only
- **Save**

- Student Information | General | Enrollment Tab | State Reporting Section
- Select **State Exclude**

- Student Information | General | Enrollment Tab | Special Education Section
- Enter student’s Part C ID

PartC ID

- Upon Consent from Parent
- Student Information | Special Education | Documents Tab
- Complete Conference Summary | Eligibility / Continued Eligibility Editor

Eligibility/Continued Eligibility

Do Not Print

OPTIONS/ACTIONS CONSIDERED AND REASONS FOR THE DECISIONS: Complete all applicable sections based on the purpose of the meeting. Explain why the ARC proposes or refuses to take action, providing documentation for the reasons for those decisions in the sections below, in the notes section, and through appropriate attachments.

Eligibility/Continued Eligibility: Document the ARC decision regarding the determination of the student’s eligibility for special education and related services and reasons for the decision on the appropriate Eligibility Determination form(s). (Note: For Multiple Disabilities, complete a separate form for each underlying disability category.)

***Date of Eligibility Determination** Student does not have an educational disability requiring special education and related services.

Primary Disability

For students identified as Multiple Disabilities document the underlying disabilities below:

Underlying Disability (A)	Underlying Disability (B)
<input type="text"/>	<input type="text"/>
Underlying Disability (C)	Underlying Disability (D)
<input type="text"/>	<input type="text"/>

Notes:

- Change Enrollment Start Date to reflect the date the student begins receiving services, i.e., the start date of the KYIEP
- Deselect State Exclude Option

If student is found ‘Not Eligible’, end date the enrollment, as of the evaluation date OR the start date of enrollment and end status = C01. Then mark the student’s Special Education Status as N: Not Eligible. This should also be documented on the Conference Summary.

1N	Mapping Behavior Resolutions to State Code
Campus Path:	System Administration Resolution Types

Appropriate local district resolution codes should be mapped to State Resolution Codes for reporting purposes:

- ❖ SSP1, Expelled with Services
- ❖ SSP2, Expelled without Services
- ❖ SSP3, Out of School Suspension
- ❖ SSP5, Corporal Punishment
- ❖ SSP7, Restraint
- ❖ SSP8, Seclusion
- ❖ INSR, In-School Removal– any district resolution type in which student is removed from his/her normal educational environment, i.e., ISAP, ISS, In School Detention, Alternative Classroom, Alternative Program within the school, etc...

NOTE: 2012-13 Behavior Reporting will include all student behavior events with a resolution mapped to the state code of INSR-In School Removal.

Calendar = 12-13 Schools = All Schools

Year 12-13 ▼ School All Schools ▼

PATH: Behavior | Admin | Resolution Types

- Select local resolution type

Behavior Resolution Type Editor			
Code	Name	Alignment	Start Date
	Anger Management Instruction	Discipline	08/10/2006
	BUS SUSPENSION	Discipline	08/10/2006
	CONFERENCE W/PARENT	Discipline	08/10/2006
	CONFERENCE WITH STUD	Discipline	08/10/2006
	Constructive Assignment	Discipline	08/10/2006
SSP5	Corporal Punishment	Discipline	08/10/2006
SSP2	Expelled, Not Receiving Services	Discipline	08/10/2006
SSP1	Expelled, Receiving Services	Discipline	08/10/2006
INSR	IN-HOUSE SUSPENSION	Discipline	08/10/2006

- Select appropriate State Resolution Code (mapping)

Behavior Resolution Type Detail

School
District Wide
Code
SSP1

*Name
Expelled, Receiving Services

*Alignment
Discipline

*Start Date
08/10/2006

End Date

Category
Minor

State Resolution Code (Mapping)
Expelled, Receiving Services

- No State Resolution Code (Mapping)
- In-School Removal
- Expelled, Receiving Services
- Expelled, Not Receiving Services
- Out of School Suspension
- Corporal Punishment

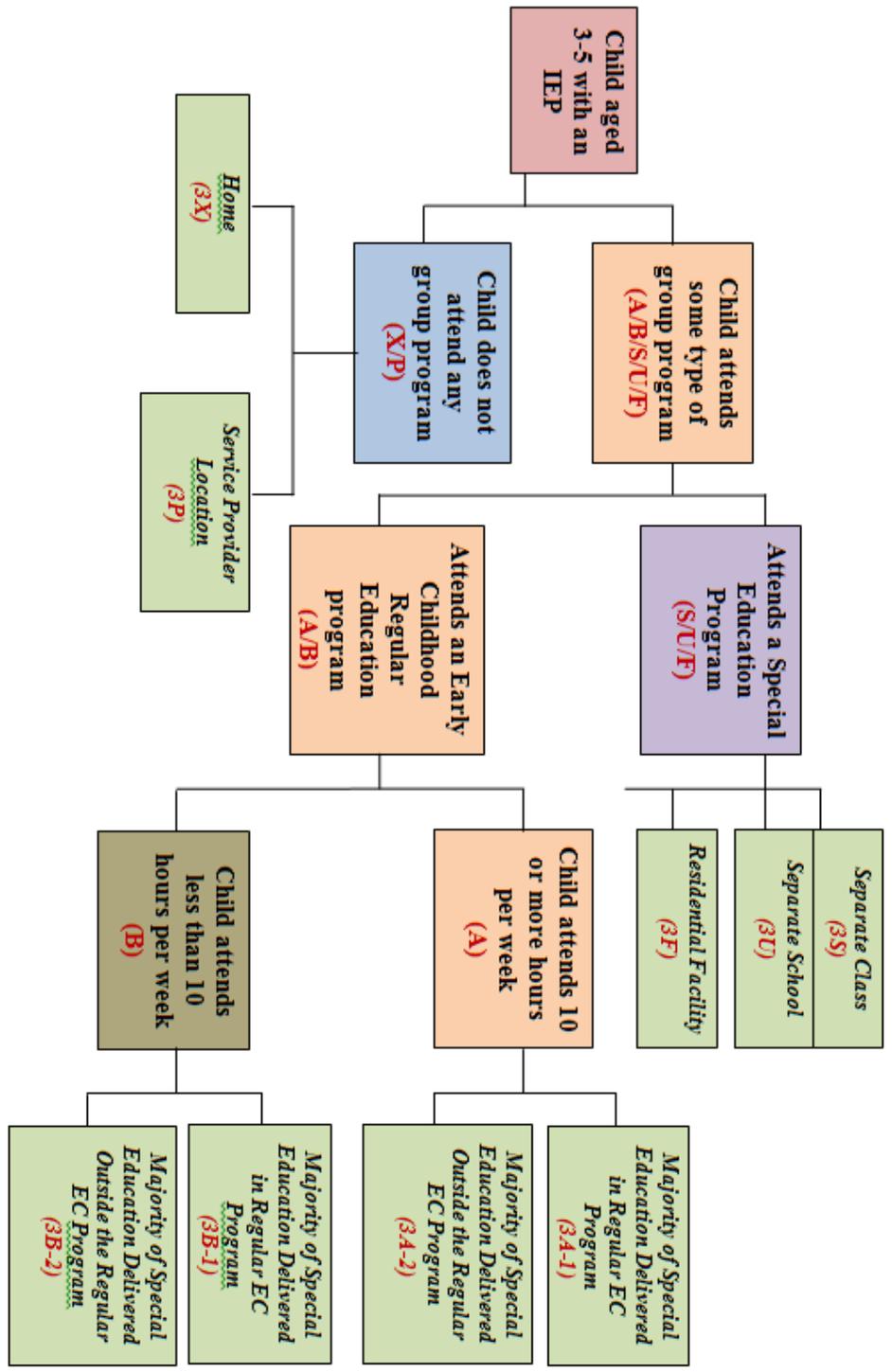
➤ Save

If resolution mapping was done prior to the E.1230 release, the mapping will convert with the inception of the new Behavior Management Tool.

Complete the steps above for all In-School Removal resolutions in your district.

10 LRE Flowchart for 3-5 year olds

Campus Path:



Clarification of Placement Codes for ages 3-5

- 1) By **March 1**, annually a district will determine if its preschool program for the following school year is a *Regular Early Childhood Program* or a *Special Education Early Childhood Program*. This determination is based on the answer of these two questions:
 - a. Is the early childhood program designed for typically developing same aged peers?
 - b. Are the majority of the children ages 3 through 5 currently enrolled in the preschool program (after the January-February supplemental 3 count) children without IEPs? (*This count includes all children ages 3 through 5 including any kindergarten child who was 5 years old as of October 1 of the current school year.*)
- 2) If the district can answer yes to **both** of these questions, its preschool program is defined as a Regular Early Childhood Program until March 1 of the following school year the next time it makes its annual determination, otherwise the program is defined as a Special Education Early Childhood Program.
- 3) The district reports this Program Determination on its Annual Performance Report on June 30.
- 4) LRE Settings should be based on the Program Determination described above in effect on the date of the ARC.
 - a. For Districts that have determined their Preschool Program is a *Regular Early Childhood Program*, the LRE Settings for children ages 3 through 5 will typically be either **3A1, 3A2, 3B1, or 3B2**.
 - b. For districts that have determined their Preschool Program is a *Special Education Early Childhood Program*, the LRE Settings for children ages 3 through 5 will typically be either **3S - Separate Class, 3U - Separate School or 3F - Residential Facility**.

EXCEPTIONS:

If a district has determined its program is a *Regular Early Childhood Program* **but** a child is placed in a classroom for the majority of their day where **75% or more** of the children in that classroom are children **with** an IEP, the LRE Setting for this child shall be reported as a **3S - Separate Class**. When a district has determined its program is a *Special Education Early Childhood Program* **but** a child is placed in a classroom for the majority of their day where **75% or more** of the children in that classroom are children **without** an IEP, the LRE Setting for this child may be reported as either **3A1, 3A2, 3B1, or 3B2** based on the amount of time the child attends the program per week and where the majority of special education services are provided as described above in item 4.

NOTE: LRE Settings do not change once IEP is created, locked and saved regardless of Program Determination.

General Instructions for Determining the Appropriate Placement

With the December 1, 2010 Child Count, the Individuals with Disabilities Education Act has changed the settings designated for children and youth with disabilities ages 3-5. Below is listing of the new placement options.

1. The first factor to consider is whether the child is attending a Regular Early Childhood Program as defined below:

A **Regular Early Childhood Program** is a program that is designed for typically developing children ages 3-5 and is not specifically or primarily designed for children with disabilities and includes (*at the time of the placement decision*) a majority of at least 50 percent of nondisabled children (i.e., children without an IEP). This may include Head Start; Kindergarten, Preschool classes, private kindergartens or preschools, and group child development centers or child care.

If a child is attending a Regular Early Childhood Program, s/he is to be reported in one of the boxes labeled **3A1**, **3A2**, **3B1**, or **3B2**.

Children attending a Regular Early Childhood Program are classified into two sub-categories. **3A:** Those attending a Regular Early Childhood Program at least 10 hours per week and **3B:** Those attending a Regular Early Childhood Program less than 10 hours per week.

If the child attends a Regular Early Childhood Program **at least 10 hours per week**, the child must be reported as to whether s/he is receiving the majority of their special education and related services in the Regular Early Childhood Program (**3A1**) or in some other location (**3A2**).

If the child attends a Regular Early Child Program for **less than 10 hours per week**, the child must be reported as to whether s/he is receiving the majority of their special education and related services in the Regular Early Childhood Program (**3B1**) or in some other location (**3B2**).

2. If the child is NOT attending a Regular Early Childhood Program, then it must be determined if the child is attending a **Special Education Program (C)** or receives services through some alternative option. A Special Education Program is a program designed specifically or primarily for children with disabilities ages 3-5 and includes less than 50% nondisabled children. Special Education Programs include separate special education classrooms in regular school buildings; trailers or portables outside regular school buildings; child care facilities; hospital facilities on an out-patient basis; and other community based settings. Other Early Childhood Special Education Programs include Separate Schools and Residential Facilities that are designed specifically or primarily for children with disabilities ages 3-5.

If a child attends a Special Education Program in a class intended primarily for children with disabilities and does not also attend a Regular Early Childhood Program, report this child as a Special

Education Program – Separate Class **(3S)** placement.

If a child attends a Special Education Program in a day school designed specifically for children with disabilities and does not also attend a Regular Early Childhood Program, report this child as a Special Education Program – Separate School **(3U)** placement.

If a child attends a Special Education Program in a residential school or residential medical facility on an inpatient basis and does not also attend a Regular Early Childhood Program, report this child as a Special Education Program – Residential Facility **(3F)** placement.

3. If a child is not attending either Regular Early Childhood Program or a Special Education Program, then you must select the category of program that best represents the specific environment in which the child receives the majority of their special education and related services. These **Other Environments (3X/3P)** include either the **Home (3X)** or a **Service Provider Location (3P)**.

If a child receives their special education and related services in the principle residence of the child's family or caregivers, and does not also attend either a Regular Early Childhood Program or a Special Education Program provided in a separate class, separate school, or residential facility, report this child as a Home **(3X)** placement.

If a child receives all of their special education and related services in a Service Provider Location or some other location that is not in any other category, and does not also attend either a Regular Early Childhood Program or a Special Education Program and also did not receive special education and related services in the home, report this child as a Service Provider Location **(3P)** placement. A Service Provider Location would include services provided in a private clinician's offices, clinician's offices located in school buildings and hospital facilities on an outpatient basis. This includes students who come to the school for speech services only and do not meet the criteria for attending either a Regular Early Childhood Program or a Special Education Program.

Campus Path:	
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Examples for Documenting Trimester Scheduling

	Anticipated Frequency and Duration Of Service					Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Minutes (per Service Frequency)	Service Frequency (Daily, Weekly, Monthly, Annually)	Service Frequency (Number of times provided per Service Period)	Start Date	End Date		
Special Education	72.0 minutes	1.0 times per	day	8/4/2011	8/3/2012	Special Education Teacher	Resource English Class 2 of 3 trimesters
	72.0 minutes	1.0 times per	day	8/4/2010	8/3/2011	Special Education Teacher	Regular Math Class Co-Teaching 2 of 3 trimesters

Reference the [Collaborative Teaching Practices for Exceptional Children Question and Answer Document](#).

1Q	Addendum to the IEP Process
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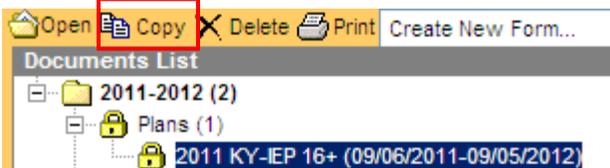
Campus Path:	Student Information Special Ed Documents Tab
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The copy process should **ONLY** be used when making an addendum to the current IEP. When developing a new IEP at an annual review meeting users are directed to select the age appropriate KY IEP from the 'Create New Form' drop list under the Documents tab.

Step 1: Highlight the current IEP



Step 2: Click 'Copy'



Step 3: Select from the drop list the plan in which you want to copy data into.

*New Plan Type: 2011 KY-IEP 16+
 *Start Date: 2011 KY-IEP 14
 *End Date: 2011 KY-IEP 16+
 2011 KY-IEP <14
 Private School Service Plan

Step 4: Enter the Start (End date should not change) of the new IEP

*Start Date: 10/13/2011
 *End Date: 09/05/2012

Step 5: Select the appropriate Special Ed Service and/or Related Services. For reference, on the left hand side is the services from the copied IEP. Even if the services did not change, you must select the service from the drop list in order for them to copy to the new IEP.

Verify the start and end dates of the services selected, the dates should be the same as the start and end date of your new IEP.

Normal Service

*Service 1: Special Education: Normal Service - Special Education
 Service Provider: [Dropdown]
 Service Position: SPECIAL EDUCATION TEACHER: SPECIAL EDUCATION TEACHER
 *Start Date: 09/06/2011: 10/13/2011
 *End Date: 09/05/2012: 09/05/2012

Copy

Step 6: Click Copy to create the new IEP

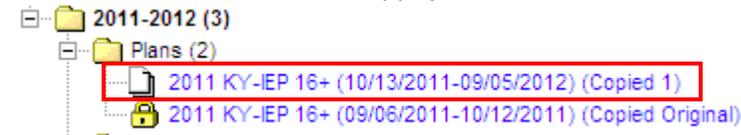
Step 7: Select OK to proceed

WARNING: The previous plan's locking state will be left as it was. Services on the previous plan will be ended. Do you want to proceed?

OK Cancel

After copying, the original plan end date and service end dates will: 1) end one day before the new plan starts.

This will create an 'unlocked' copy of the selected IEP



Step 8: Highlight the 'unlocked' copy of the IEP



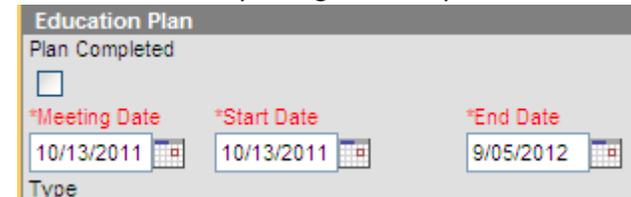
Step 9: Click 'Open'

This will open the copied IEP into the editor format

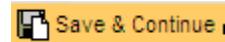
Step 10: Education Plan Editor:

Update the 'Meeting Date' to the date the ARC meet to determine a change to the new IEP.

NOTE: 'End Date' should remain the date that was copied based on the old IEP (this will have to be manually changed back by the user if the meeting date is updated)

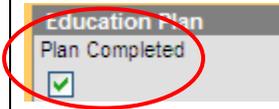


Step 11: Click Save and Continue



Step 12: Review the remaining editors to make the changes that precipitated the need for this addendum. To advance through the editors, click the Save and Continue button, as shown above.

Step 13: Return to the Education Plan Editor, as pictured in Step 10, and mark the 'Plan Completed'



Step 14: Save the document 

NOTE: There is no longer a need to unlock the 'original' IEP to modify dates.

1R	Procedures for Releasing a Student from Services
Campus Path:	<ul style="list-style-type: none"> • General Enrollment Tab Special Education section • General Transportation Tab • Special Education Documents Tab • Special Education Team Members Tab

The purpose of this document is to detail the procedures that should be followed when 1) a student is released from special education services when the ARC has determined the child no longer meets the eligibility requirements or the parent/child revokes consent for services OR 2) the student moves out of your district.

Student released from services (no longer eligible or consent revoked) and student remains in your

district

- General | Enrollment Tab | Special Education section
 - Select the Special Ed Exit Reason
 - Enter the Special Ed Exit Date
 - Change the Special Ed Status to either Inactive or Eligible, Parents Refused, whichever is appropriate
- General | Transportation Tab
 - End date the Transportation of T5: Special Transported, if applicable
- Special Education | Documents Tab:
 - Unlock student’s current IEP
 - Education Plan Editor - Change the IEP End Date to the date services ended
 - Enrollment Status Editor - Change the student Special Ed Status to Inactive or Eligible, Parents Refused, whichever is appropriate
 - Special Ed Service Editor – Change End Date for each service to the date services ended
 - Related Services Editor - Change End Date for each service to the date services ended
 - Lock IEP and save
- Special Education | Team Members Tab
 - End date each Team Member listed for student to the date services ended

Student moves from the district or otherwise withdraws

- General | Enrollment Tab | Special Education section
 - Select the Special Ed Exit Reason
 - Enter the Special Ed Exit Date
 - Change the Special Ed Status to either Inactive or Eligible, Parents Refused, whichever is appropriate
- General | Transportation Tab
 - End date the Transportation of T5: Special Transported, if applicable.
- Special Education | Team Members Tab
 - End date each Team Member listed for student to the date services ended

NOTE: When a student moves from the district or otherwise withdraws, the IEP should **NOT** be unlocked and end dated marked as *Inactive* on the **IEP | Enrollment Status** editor. This should **NOT** be done as it will cause a student who enrolls in another district and/or returns to your district not to have a current IEP on record.

1S	Transfer of Student Special Education Records
Campus	Student Information Student Locator

Path:	
PURPOSE: To provide instruction on transferring student special education records from one district to another using Infinite Campus.	
Definitions	
Former District	District in which student is transferring from; students previously enrolled district
New District	District in which student is transferring to; district student is enrolling

New District requests a student's records transfer

- Student Information | Student Locator | Enter last name, first name and gender
- Click Search

Last Name <input type="text" value="Newton"/> First Name <input type="text" value="Test2"/> Gender <input type="text" value="M"/> Birth Date <input type="text"/> Middle Name <input type="text"/> SSN # <input type="text"/> State ID <input type="text"/> <input type="button" value="Search--->"/>	<table border="1"> <thead> <tr> <th>Name</th> <th>State ID</th> <th>Gender</th> <th>Birth Date</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Newton, Test2</td> <td>2120359583</td> <td>M</td> <td>04/16/1995</td> <td>100</td> </tr> </tbody> </table>	Name	State ID	Gender	Birth Date	%	Newton, Test2	2120359583	M	04/16/1995	100
Name	State ID	Gender	Birth Date	%							
Newton, Test2	2120359583	M	04/16/1995	100							

- Select appropriate student, if you hover over student's name, you will see the student's most recent enrollment in the state.
- Enter required fields
 - Last Name** will populate from student's previous enrollment
 - First Name** will populate from student's previous enrollment
 - Gender** will populate from student's previous enrollment
 - Birth Date** will populate from student's previous enrollment
 - Race/Ethnicity:** Select student's race from drop list
 - Calendar** will default to School Year and School selected
 - Schedule:** Select appropriate schedule
 - Grade:** Select student's current grade
 - Start Date:** Enter date student enrolls in your school (first day of attendance)
 - Start Status:** Select R21: Transfer from a KY school outside of district
 - Service Type:** Select appropriate Service Type from drop list
- Save, Student Records Transfer, will show former district enrollment information
- Click Submit Request

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

Submit Request

Status will then appear on screen

Status: Waiting for former district to release records.

The new district's Process Inbox and the student's Records Transfer tab will both display a waiting status until the former district responds. During this time, the new district will not know what district the student previously attended.

Former District responds to the records request

Process Inbox will display a Request to release records

Process		Step	Posted Date	Due Date
		Records Transfer	Request for you to release:	09/15/2009

3. Select the link

Records Transfer Boaz, Kaeleb #

Student: Enrollment Type: Primary

Last Name	Boaz	First Name	Kaeleb	Middle Name	Michael
Gender	M	Birthdate	12/21/1992	SSN	
Grade	10	School	09-10 LYNN CAMP HIGH SCHOOL	Start Date	09/10/2009

Overlap

[Edit \(08/04/2009-08/03/2010\) 09-10 Warren Central High Scho Grade: 11](#)

Requesting District & User

District	301 Knox County	Name	System Administrator	Username	admin
Request Date	09/10/2009	Work Phone		Email	

Comments
None.

Releasing District & User

District	571 Warren County	Name	System Administrator	Username	admin
Release Date	09/10/2009	Work Phone		Email	

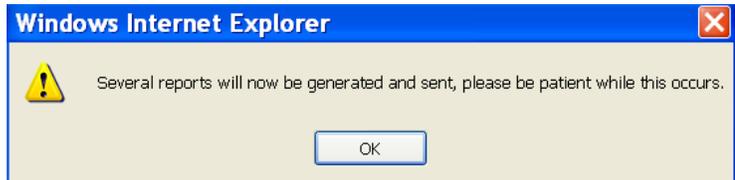
Comments

NOTE: The Overlap indicator only appears if a student's enrollment in his/her former district has not been ended. Overlaps can be resolved by selecting the Edit link. User will then be redirected to the

student's enrollment tab.

Overlap Edit (08/04/2009-06/03/2010) 09-10 Warren Central High Scho Grade: 11

- Click release records



- Click OK

Once Process is complete, the available information that will transfer with the student will appear

Status: Records released to requesting district. Process Complete.

Transfer Documents

- Transcript
- Census Contact Summary
- Enrollment History
- Schedule
- Attendance Period Detail
- Assessment Summary
- Behavior Summary
- Health Condition Summary
- Health Screening Summary
- Health Immunization Summary
- IEP
- Special Ed Evaluation
- Special Ed Documents
- PLP
- PLP Documents

NOTE: The former district cannot preview or control which records are sent in the transfer. In addition, after a record is requested or released, it cannot be canceled.

New District receives released records from former district

New District will receive notice in Process Inbox 'Waiting'

Records transfers can be accessed in three areas of IC:

- Process Inbox
- Student Information | General | Student Records Transfer
- System Administration | Data Utilities | Student Records Transfer

NOTE: User group tool rights must be given to allow access to any of these areas.

New District Process Inbox

Process Inbox					
		Process	Step	Posted Date	Due Date
		Records Transfer	Waiting: Newton, Test2 2120359583	09/15/2009	

- Select the link

Transfer Documents are PDF documents available for download, saving and/or printing.

Data Imports are wizards that can be ran to transfer data directly from the former district database to the new district database.

Status: Records released.

<p>Transfer Documents</p> <ul style="list-style-type: none"> Transcript Census Contact Summary Enrollment History Schedule Attendance Period Detail Assessment Summary Behavior Summary Health Condition Summary Health Screening Summary Health Immunization Summary 	<p>Data imports</p> <ul style="list-style-type: none"> IEP Special Ed Evaluation Special Ed Documents PLP PLP Documents Transcript Import Wizard Enrollment History Import Wizard Assessment Import Wizard Immunization Import Wizard Health Condition Import Wizard IEP Import Wizard Special Ed Evaluation Import Wizard Special Ed Documents Import Wizard PLP Import Wizard PLP Documents Import Wizard KY State Reporting Import Wizard
--	---

NOTE: If an item has been crossed out such as ~~PLP Import Wizard~~ above, then the student’s record did not contain this item in the former district.
NOTE: Be aware that running import wizards multiple times for a student can result in duplicate records.

Data imports relevant to Special Education:

Enrollment History Import Wizard This import wizard will allow user to select any previous enrollments for students that need to be imported into the new district database.

Enrollment History Fields

Calendar Name	End Status	
District Name	Grade	Start Date
End Comments	Service Type	Start Status
End Date	Start Comments	

KY State Reporting Import Wizard This import wizard will import student data elements from former district found on the Enrollment Tab | State Reporting Section and Special Ed Section into the new district database.

KY State Reporting Fields (relevant to SPED)

State Exclude	Special Ed Status	Date Eligible but Refused
Resident District	Primary Disability	Part C ID
Home Language	Secondary Disability	Special Ed Exit Status
Economic Indicator	Setting	Special Ed Exit Reason

Using this wizard the receiving district can change the special education status to “Active” in the Special Education section of the Enrolments.
 Receiving districts can also remove the SpEd Exit Status and SpEd Exit Date using this wizard as well.

Enrollment Special Ed Elements

Special Ed Status
 A: Active ▼

*Primary Disability
 13: Autism ▼

Setting
 6C: (age 6-21) <40% of the day general ed programs ▼

Date Eligible but Refused

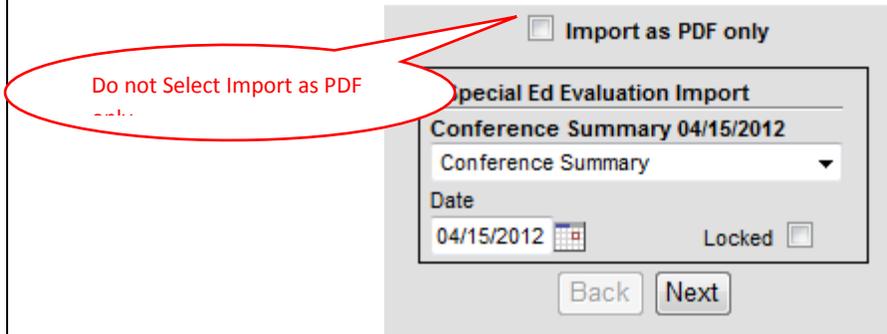
Special Ed Exit Status
 06: Moved, Known to Continue ▼

Special Ed Exit Date
 11/12/2012

NOTE: If former district marked student's Special Ed Status to Inactive before releasing records, this will need to be changed to Active in new district database student record.

Special Ed Evaluation Import Wizard

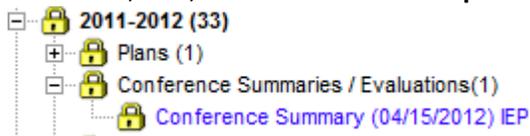
This import wizard will import the student's most recent 'locked' Conference Summary from the former district to the new district database. When complete, the Conference Summary will be available as an editor in the student record, Special Ed | Documents Tab.



- 1) Select the **Locked** indicator, if the Conference Summary needs to be imported as a locked evaluation
- 2) Click Next
- 3) Click OK on dialog box



- 4) Verify in student record that the Conference Summary is now available as an editor based document; also, **mark Evaluation Complete if Locked was not selected in previous screen.**

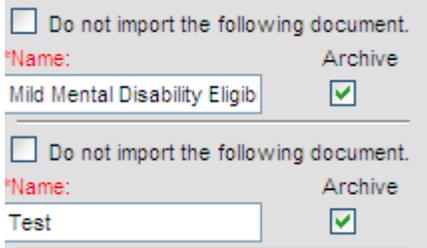


NOTE: If 'Import as PDF only' is selected, the document will be imported as a PDF, not as an editor based document.

Special Ed Documents Import Wizard

This import wizard will import any special education FDF documents (non editor based) attached to the student's record from the former district to the new district database. When complete, the documents will be available as PDFs in the student record, Special Ed | Documents Tab.

NOTE: If former district student record has an 'unlocked' IEP at time of transfer records, the former district IEP will only be available here to import as a PDF document.



- 1) Select any documents that do not need to be imported by selecting the 'Do not import the following document' indicator
- 2) Deselect **Archive** indicator if the document does not need to be archived when imported.
- 3) Save
- 4) Click 'OK' on dialog box



- 5) Verify in student record that requested documents are now available in student record.



NOTE: These documents will open outside the IC system into Adobe; therefore, no changes can be made to the document; user will have the ability to save to desktop or print.



This import wizard will import the student's most recent 'locked' KY IEP from the former district to the new district database. When complete, the KY IEP will be available as an editor in the student record, Special Ed | Documents Tab.

- 1) Listed to import will be IEPs with Services and/or Related Services that are locked and attached to the student’s former district record
- 2) Select the **Locked** indicator, if the KY IEP needs to be imported as a locked plan
- 3) Each **Service** must be mapped to a service within your district by selecting the appropriate from the drop list
- 4) Each **Position** can be mapped to a provider or position within you district by selecting the appropriate from the drop list
- 5) Click Next, IEP will be imported
- 6) Select OK



- 7) Verify in student record that the KY IEP is now available as an editor based document



- 8) Mark Plan Complete in the Education Plan editor if **Locked** was not selected in previous screen.

Data Standard – System Administration

22	System Administration		
KDE Contact (Data Steward)	Cheri Meadows	Updated	7/18/13
Description	<p>Standardized information on schools and districts that forms a foundation for the KSIS.</p> <p>School calendar set up requirements for the school term. There is a new federal requirement that districts have their own policy on what student registry information will include per FERPA.</p>		
Data Standard Reg sites, data use, etc.	<p>KRS 158.060, KRS 158.070, KRS 159.035, 702 KAR 7:125, 702 KAR 7:140</p>		
How is data used	<p>Registry Information, mailing labels and reports</p> <p>Data Sharing between systems: CIITS, Assist, P20</p>		
Noted Changes for current year			
Available Ad-Hoc & Reports			
Available Training	<p>Resource: USPS Abbreviations</p> <p>Campus Community: District Information; School Information</p>		

22A	District
-----	----------

Campus Path:	System Administration Resources District Information
---------------------	--

Please enter all information using upper and lower case. This data is extracted by KDE for mailing labels and other reports and should be uniform across all districts.

District Contact Information

First Name: Enter legal first name of the superintendent

Last Name: Enter legal last name of the superintendent

Phone: Enter the district office phone number - Format: (###) ###-####

Fax: Enter the district office fax number - Format: (###) ###-####

Email: Enter the email address of the superintendent

Mailing Address:

Use standard USPS abbreviations

PO Box: NO PUNCTUATION, upper and lower case

City: Enter the city of the *mailing* address

State: Enter the state of the *mailing* address (system defaults to KY)

Zip Code: Enter the zip code of the *mailing* address

Physical Address: use standard USPS abbreviations - **NO PUNCTUATION, upper and lower case**

- Court - Ct
- Road - Rd
- Avenue - Ave
- Street - St
- Boulevard - Blvd
- Parkway - Pkwy
- Highway - Hwy
- Route - Rt
- Lane – Ln
- Circle - Cir
- Place - Pl
- Drive – Dr

City: Enter the city for the *physical* address

State: Enter the state for the *physical* address (system defaults to KY)

Zip: Enter the zip code of district office's *physical* address

22B	School																																																																																										
Campus Path:	System Administration Resources School																																																																																										
Please enter all information using upper and lower case. This data is extracted by KDE for mailing labels and other reports and should be uniform across all districts.																																																																																											
<div style="border: 1px solid gray; padding: 5px;"> <p>School Detail</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">*Name</td> <td style="width: 50%;">*Location Number</td> </tr> <tr> <td>DEWITT ELEMENTARY SC</td> <td>170</td> </tr> <tr> <td>NCES School Number</td> <td>*Type</td> </tr> <tr> <td></td> <td>01: Elementary</td> </tr> <tr> <td>Standard Code (SIF StatePrid)</td> <td>CEEB Number</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td colspan="2">State Classification</td> </tr> <tr> <td colspan="2">A1: Principal or head teacher controlled school</td> </tr> <tr> <td colspan="2">Course Catalog - Master List</td> </tr> <tr> <td colspan="2">District Catalog</td> </tr> <tr> <td colspan="2">*Phone</td> </tr> <tr> <td>(606) 542 - 4274 x</td> <td></td> </tr> <tr> <td colspan="2">Fax</td> </tr> <tr> <td>(606) 542 - 4279 x</td> <td></td> </tr> <tr> <td>Email</td> <td>Dual Enrollment</td> </tr> <tr> <td>marcella.walker@knox.kyschoo</td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="2">URL</td> </tr> <tr> <td colspan="2"></td> </tr> <tr> <td>Principal Name</td> <td>Principal Title</td> </tr> <tr> <td>Marcie Walker</td> <td></td> </tr> <tr> <td colspan="2">Principal Email</td> </tr> <tr> <td colspan="2">marcella.walker@knox.kyschoo</td> </tr> <tr> <td colspan="2">Agency</td> </tr> <tr> <td colspan="2"></td> </tr> <tr> <td colspan="2">*Address</td> </tr> <tr> <td colspan="2">P O BOX 9</td> </tr> <tr> <td>*City</td> <td>*State</td> </tr> <tr> <td>DEWITT</td> <td>Kentucky</td> </tr> <tr> <td>*Zip</td> <td></td> </tr> <tr> <td>40930</td> <td></td> </tr> <tr> <td colspan="2">Physical Address</td> </tr> <tr> <td colspan="2">P O BOX 9</td> </tr> <tr> <td>Physical City</td> <td>Physical State</td> </tr> <tr> <td>DEWITT</td> <td>Kentucky</td> </tr> <tr> <td>Physical Zip</td> <td></td> </tr> <tr> <td>40930</td> <td></td> </tr> <tr> <td colspan="2">Comments</td> </tr> <tr> <td colspan="2" style="height: 30px;"></td> </tr> <tr> <td colspan="2">FRYSC Center</td> </tr> <tr> <td colspan="2">30104: DEWITT/FLAT LICK FRC*</td> </tr> <tr> <td colspan="2" style="text-align: right;"><i>- Modified by: Unknown</i></td> </tr> <tr> <td colspan="2">Food Service SiteID</td> </tr> <tr> <td colspan="2"></td> </tr> <tr> <td colspan="2">eTranscript School ID</td> </tr> <tr> <td colspan="2"></td> </tr> </table> </div>		*Name	*Location Number	DEWITT ELEMENTARY SC	170	NCES School Number	*Type		01: Elementary	Standard Code (SIF StatePrid)	CEEB Number			State Classification		A1: Principal or head teacher controlled school		Course Catalog - Master List		District Catalog		*Phone		(606) 542 - 4274 x		Fax		(606) 542 - 4279 x		Email	Dual Enrollment	marcella.walker@knox.kyschoo	<input type="checkbox"/>	URL				Principal Name	Principal Title	Marcie Walker		Principal Email		marcella.walker@knox.kyschoo		Agency				*Address		P O BOX 9		*City	*State	DEWITT	Kentucky	*Zip		40930		Physical Address		P O BOX 9		Physical City	Physical State	DEWITT	Kentucky	Physical Zip		40930		Comments				FRYSC Center		30104: DEWITT/FLAT LICK FRC*		<i>- Modified by: Unknown</i>		Food Service SiteID				eTranscript School ID			
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Official school name (Contact KDE for a new school assignment and KDE will push down the name.)

Location Number:

KDE will create the location number and push down the number to your district.

School Type:

Use the drop down menu to select the school type (Elementary, High School, Middle School, etc.)

State Classification:

This is a locked field that is populated by Infinite Campus with information provided by KDE. If changes are needed, please contact KDE.

Phone: Enter the school's phone number -Format: (###) ###-####

Fax: Enter the school's fax number - Format: (###) ###-####

Principal: Enter full legal name of the school principal

Principal Email: Enter the email address of the school principal

Mailing Address (use standard USPS abbreviations)

PO Box: NO PUNCTUATION, upper and lower case

City: Enter the city of the school's *mailing* address

State: Enter the state of school's *mailing* address (system defaults to KY)

Zip Code: Enter the zip code of school's *mailing* address

Physical Address (use standard USPS abbreviations): NO PUNCTUATION, upper and lower case

- Court - Ct
- Road - Rd
- Avenue - Ave
- Street - St
- Boulevard - Blvd
- Parkway - Pkwy
- Highway - Hwy
- Route - Rt
- Lane – Ln
- Circle - Cir
- Place - Pl
- Drive – Dr

City: Enter the city of school's *physical* address

State: Enter the state of school's *physical* address (system defaults to KY)

Zip Code: Enter the zip code of school's *physical* address

FRYSC Center: Select the appropriate center from the dropdown box

Title I: Title I information is now contained in the School History section of this tab. See separate document for more information regarding Title I.

Targeted Assistance Eligible - No Program
 Targeted Assistance Program
 Schoolwide Eligible - Targeted Assistance
 Schoolwide Eligible - No Program
 Schoolwide Program
 Not a Title I School

22C	Attendance Codes
Campus Path:	System Administration Attendance Attendance Codes

Code: Enter the Attendance Code as it should appear in the drop down menu

State Code: Select the appropriate State Code from the drop down menu

Description: Enter the description of the Attendance Code

Status: Select the appropriate Status (Absent, Present) from the drop down menu

Note: *Tardy should not be selected; KY attendance is based on minutes absent/present*

Excuse: Select the appropriate Excuse (Excused, Unexcused, Exempt) from the drop down menu:

Armed Forces Day = **AFD**; Status = **Absent**; Excuse = **Exempt**
 Armed Forces Rest and Recuperation = **AFR**; Status = **Absent**; Excuse = **Exempt**
 Athlete Tournament Attendance = **ATA**; Status = **Present**; Excuse = **Exempt**
 College Visit = **O:Other**; Status = **Absent**; Excuse = **Exempt**
 Educational Enhancement Opportunity = **EHO**; Status = **Absent**; Excuse = **Exempt**
 Field Trip = **O: Other**; Status = **Present**; Excuse = **Exempt**
 Home Hospital = **O: Other**; Status = **Present**; Excuse = **Exempt**
 Suspension = **S: Suspended** ; Status = **Absent**; Excuse = **Unexcused**

22D	Calendar
Campus Path:	System Administration Calendar Calendar Calendar Tab
<p>Name: Name of the calendar for the school</p> <p>Start Date: Enter the start date of the fiscal year – ##/##/####</p> <p>End Date: Enter the end date of the fiscal year - ##/##/####</p> <p>Note: Date range should include all days in the calendar. Example; make-up days, professional days, etc.</p> <p>Type: Choose Instructional from the dropdown menu</p>	
22E	Grade Levels
Campus Path:	System Administration Calendar Calendar Grade Levels Tab

Grade Level Detail

Name (locked)

*Sequence Number

*State Grade Level Code

Standard Day

Maximum Membership Days (<= instructional days)

Whole Day Absence (minutes)

Half Day Absence (minutes)

Maximum Approved School Choice Applications

Kindergarten Code

Exclude from cumulative GPA/Rank calculations

Exclude from state reporting

Exempt from Assignment

Standard Code (SIF code)

State Grade Mapping	
State Grade	Sequence #
14	0
95	1
96	2
97	3
98	4
99	5
00	6
01	7
02	8
03	9
04	10
05	11
06	12
07	13
08	14
09	15
10	16
11	17
12	18

Name: Enter the grade name as you want it to appear in the system dropdown menu.

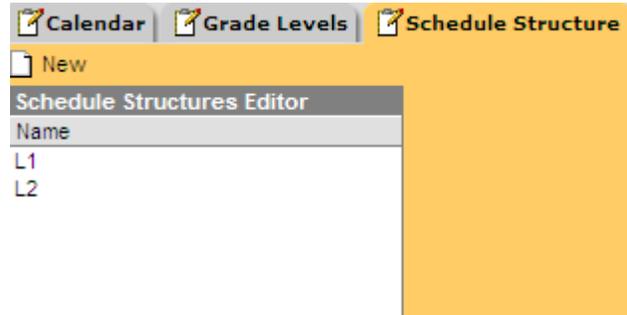
Sequence: Enter the sequence number as shown in the State Grade Mapping chart above.

State Grade Level Code: Verify each grade level is mapped to the appropriate state code.
This must be done for state reporting purposes.

Kindergarten Code: Select from the dropdown menu the type of Kindergarten offered at the school, if applicable. Options are Half-Day Kindergarten, Full-Day Kindergarten or Full and Half Day Kindergarten.

22F Schedule Structure

Campus Path: System Administration | Calendar | Calendar | Schedule Structure

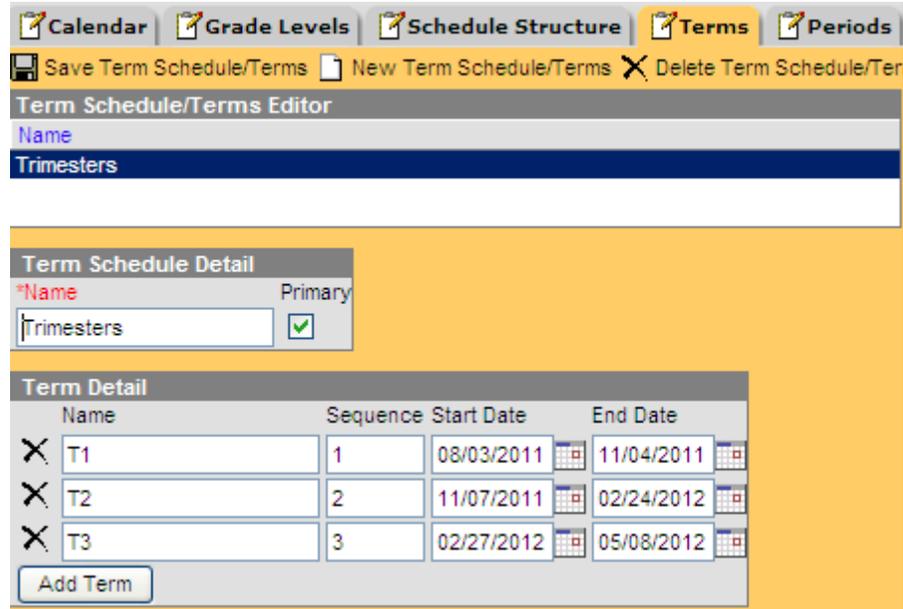


Schedule Structure Editor: To add a Schedule Structure Click New and add Schedule Name



22G Terms

Campus Path: System Administration | Calendar | Calendar | Terms



Term Name: Enter name of Term Schedule

Term Detail: Enter name of Terms, Sequence, Start, and End Date. Terms must cover all instructional days in order for attendance reports to calculate correctly.

22H	Periods
Campus Path:	System Administration Calendar Calendar Periods

Calendar
 Grade Levels
 Schedule Structure
 Terms
 Periods
 School Months

Save Period Schedules
 New Period Schedule
 Delete Period Sched/Periods

Period Schedule/Periods Editor
 Name ▲
 S1

*Name	*Sequence	Instructional Minutes	Standard Day Minutes	School Day
<input type="text" value="S1"/>	<input type="text" value="1"/>	380	405	405

Warning: Values in existing attendance records will be updated if you add or delete a period, modify a period's start or end time, or check or uncheck Standard Day. You may experience a delay upon saving these changes.

Period Info						
Name	Sequence	Start Time	End Time	Non Instructional Time	Non Instructional Period	Standard Day
<input type="text" value="1"/>	<input type="text" value="1"/>	08:00 AM	09:17 AM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="2"/>	<input type="text" value="2"/>	09:17 AM	10:34 AM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="3"/>	<input type="text" value="3"/>	10:34 AM	12:11 PM	25	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="4"/>	<input type="text" value="4"/>	12:11 PM	01:28 PM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="5"/>	<input type="text" value="5"/>	01:28 PM	02:45 PM	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="6ACTIVITY"/>	<input type="text" value="6"/>	02:45 PM	02:46 PM	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Period Schedule: Enter the name of Period Schedule

Period Info: Enter the Name, Sequence, Start Time, End Time, and Non Instructional Time, if applicable, for each period. Mark if the period is a Non Instructional Period, if applicable.

Standard Day Box: Periods, with the Standard Day box checked, determine the length of the school day used for attendance calculations. Instructional periods can be outside the standard day, for example night classes or early bird classes.

Note: Start Time and End Time should be consecutive between periods. Non instructional time includes time during the day for lunch, recess and passing time that is in excess of 5 minutes.

22I School Months

Campus Path: System Administration | Calendar | Calendar | School Months

Name	Seq	Start Date	End Date	Exclude Start	Exclude End	Close Date
Month 1	1	08/01/2011	08/26/2011			
Month 2	2	08/29/2011	09/23/2011			
Month 3	3	09/26/2011	10/21/2011			
Month 4	4	10/24/2011	11/21/2011			
Month 5	5	11/22/2011	01/02/2012			
Month 6	6	01/03/2012	01/30/2012			
Month 7	7	01/31/2012	02/27/2012			
Month 8	8	02/28/2012	03/26/2012			
Month 9	9	03/27/2012	04/30/2012			
Month 10	10	05/01/2012	05/09/2012			

School Month Editor (Attendance Months): Add school months. Enter beginning and ending date of school calendar months; total should equal 20 days, excluding days marked:

- Other (M)
- Weather (W)
- Break (K)
- Makeup (U)
- Closed Due to Illness (I)

Note: Month 10 date ranges need to include all days in the calendar, including makeup days.

22J School Days

Campus Path: System Administration | Calendar | Calendar | Days

The screenshot shows a software interface for managing school days. At the top, there are navigation tabs: Calendar, Grade Levels, Schedule Structure, Terms, Periods, School Months, and Days. Below these are action buttons: Save Day/Day Events, Delete Day/Day Events, Day Reset, Print, and Multi Day Event. The main area is titled 'August 2011' and contains a calendar grid. To the right of the calendar is a 'Day Detail' form for the date 08/03/2011 (Day # 1). The form includes a 'Period Schedule' dropdown set to 'S1'. There are three checkboxes: 'School Day', 'Instruction', and 'Attendance', all of which are checked. Below these are input fields for 'Start Time', 'End Time', and 'Duration' (set to 0). A note below the duration field states 'The duration field will be calculated automatically'. There is also a 'Comments' text area. At the bottom of the interface is a 'Day Events' table with columns for 'Type', 'Duration', and 'Inst. Minutes', and an 'Add DayEvent' button.

Day Detail: Choose the day you want to edit and mark if the day is a School Day, Instruction Day, and/or Attendance Day

School Day, Instruction and Attendance checkboxes:

- For Opening (O), Closing (C), Teacher Equivalency (E), Professional Day (P), Holiday (H), Planning (G), and Disaster (D) days, only the School Day checkbox should be marked.
- For all days in which students are in attendance, the School Day, Instruction and Attendance checkboxes must all be checked
- For Closed Due to Illness (I), Weather Cancelled (W), Break (K), Makeup (U), and Other (M) days, none of the three checkboxes should be marked.

Start Time: Enter start time of shortened school day. **Note: Time should only be entered if start time is different from Period Schedule for that day (e.g. One-hour delay).**

End Time: Enter end time of shortened school day. **Note: Time should only be entered if end time is different from Period Schedule for that day (e.g. Early Dismissal).**

Duration: The duration will be calculated automatically from entries in the Start and End Time fields.

Day Events: To add a day event, choose Add Day Event and select the appropriate Event.

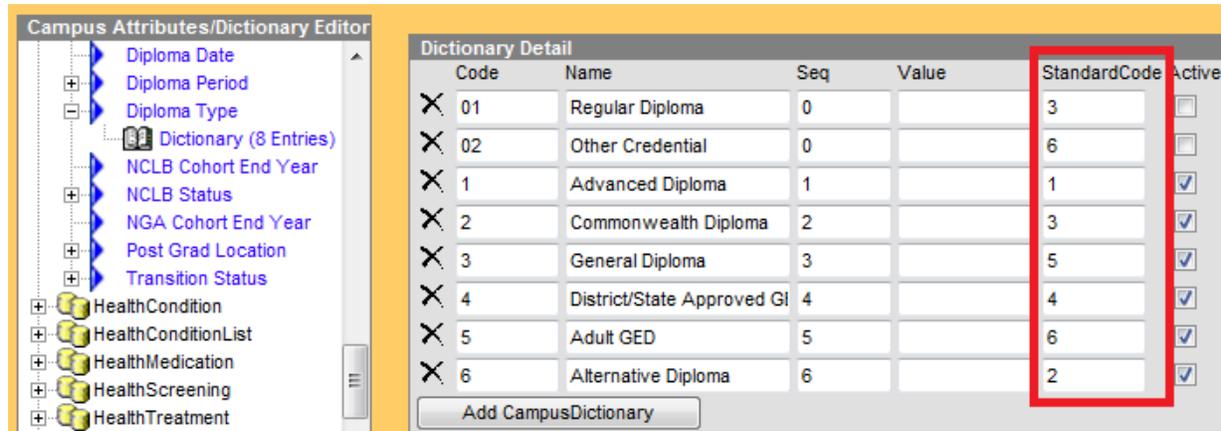
Non-attendance days: Opening (O), Closing (C), Teacher Equivalency (E), Professional Day (P), Holiday (H), Planning (G), Disaster (D), Closed Due to Illness (I), Weather Cancelled (W), Break (K), Makeup (U), Other (M)

Attendance days: Regular (R), Low Attendance Weather SAAR (L)

22K Diploma Codes

Campus Path: System Administration | Custom | Attribute Dictionary | Graduation | Diploma Types

Local diploma types must be mapped to state diploma codes in order for the non-academic report to work correctly.



The State Diploma codes are:

Standard Code	Diploma Name
1	Advanced Diploma
2	Alternative Diploma
3	Commonwealth Diploma
4	District/State Approved Secondary GED
5	General Diploma
6	Adult GED (formerly listed as Secondary GED)

Depending upon what type of other credentials are being used 6 may or may not be the correct code for **Other Credentials** (shown in screenshot).

Data Standard – Teacher of Record

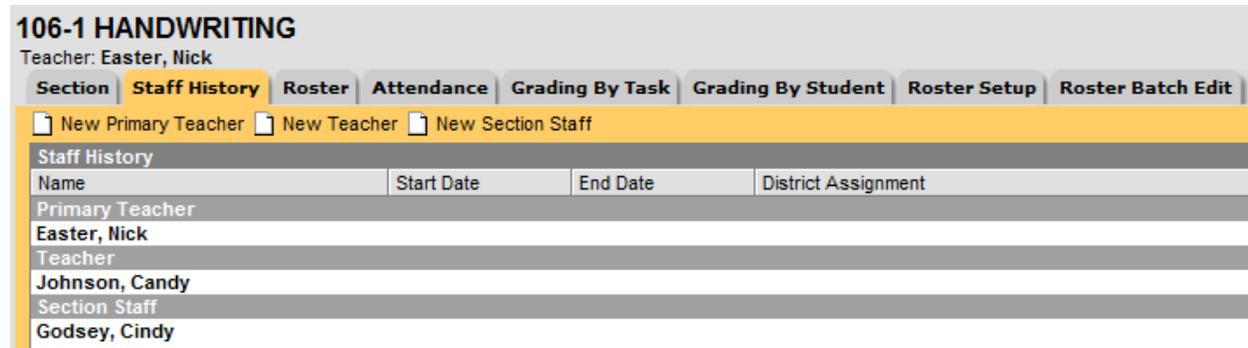
23	Teacher of Record		
KDE Contact (Data Steward)	Cathy White	Updated	8/19/2013
Description	<p>The connection of student data to the correct teacher is essential in order to use student growth as a measure of teacher effectiveness as required by the Elementary and Secondary Education Act, No Child Left Behind Waiver (ESEA, NCLB). The correct data links will also allow teachers to have access to their students in the Continuous Instructional Improvement Technology System (CIITS). Ultimately, strong teacher student data links (TSDL) will be created to inform instruction, inform and increase educator effectiveness and support the continuous improvement of teaching and learning.</p> <p>A Teacher of Record in a Kentucky public school is a certified teacher who has been assigned the lead responsibility for the student’s learning in a subject/course aligned to Kentucky Core Academic Standards or Career and Technical Skill Standards Documents.</p> <p>A Contributing Professional in a Kentucky public school is an individual who has been assigned the responsibility to provide additional services that support and increase a student’s learning.</p>		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • Local Educator Assignment Data Resources: www.EPSB.KY.Gov/Certification/LEAD.asp • EPSB HQFAQ • Teacher Student Data Link Website 		
How is data used	<ul style="list-style-type: none"> • This data is used for Professional Growth and Effectiveness, P20 for research, CIITS, LEAD, Highly Qualified 		
Noted Changes for current year	This data is now being pulled for teacher/student data link to tie teachers to students and student growth.		
Available Ad-Hoc & Reports	LEAD extract: error report will show any courses without teachers and teacher without courses.		
Available Training	<p><u>WebEx Training Videos</u></p> <p>Scheduling Teachers for Teacher of Record</p> <p>Elementary Scheduling for Teacher of Record</p> <p>Setup of Rotating Classes for Teacher of Record</p> <p>Manual for Assigning More Than One Contributing Professional</p> <p>Scheduling Rotating Courses Manual</p> <p>https://community.infinitecampus.com/kb/display/DOC/Staff+History</p>		

23A	Scheduling Teacher of Record (Primary Teacher) and Contributing Professionals
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Campus Path:	Scheduling Courses Sections Staff History
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Teachers must be connected to the students they teach through a course in order to correctly link student growth to the teacher that has impacted their learning. Correctly scheduling students in courses will also allow the teacher to view the student’s academic and demographic information in the Continuous Instructional Improvement Technology System (CIITS)

The student should be scheduled in the course with the teacher(s) who are actually teaching the students in each content area.



Definitions:

Primary Teacher - Certified teacher who has been assigned the lead responsibility for the student’s learning in a subject/course

Teacher– An individual who has been assigned the responsibility to provide additional services that support and increase a student’s learning and **has** access to Primary Teacher’s grade book and attendance roster. In order for a teacher to be considered the contributing professional in CIITS the contributing professional must be listed as the first teacher.

Section Staff – An individual who has been assigned the responsibility to provide additional services that support and increase a student’s learning, **but does not have** access to Primary Teacher’s grade book and attendance roster. If there is no one listed in the teacher section the first section staff will be listed as the contributing professional in CIITS.

- Special Education teachers should be assigned as Primary Teacher for any course/section where they are assigned the lead responsibility for the student’s learning.
- Special Education teachers added as Teacher/Section Staff are assumed to provide additional services that support and increase students’ in the sections learning. These teachers are not providing the initial content instruction.
 - What activities may special education teachers carry out if they are not “highly qualified” in the core content area being taught ([EPSB HQFAQ](#)).

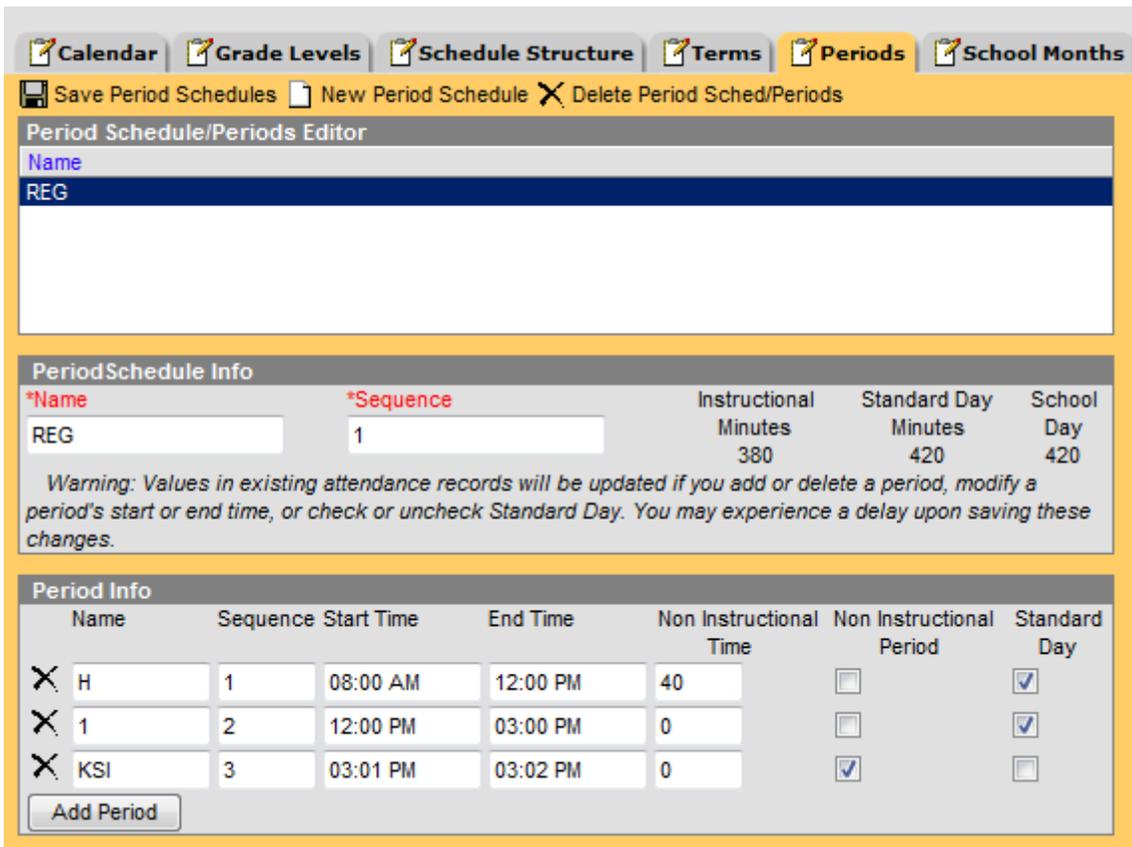
[Manual for Assigning More Than One Contributing Professional](#)

23B Elementary Scheduling

Campus Path: System Administration | Calendar | Calendar | Periods

In order to track which teacher is teaching which student in content areas, districts can no longer just schedule students into self- contained courses.

- A multiple period, period schedule, can be setup to allow sorting by homeroom.



- Courses for each content area must be created
- Homeroom or self-contained courses can be scheduled across all instructional periods
 - At least one period should only have a homeroom/self-contained course scheduled to allow sorting
 - The homeroom state code will vary based on self-contained (701010 or 702010) vs. departmentalized (703001)
 - As long as the one class where attendance is taken spans all periods, attendance will

- only be taken once a day
- All instructional courses will be placed in the instructional period. The attendance check box should be left blank.
- All specialty classes (art, music) should also be included in the instructional period. The attendance check box should be left blank.

The screenshot shows the 'Add Course' form in a course editor. The form includes the following fields and options:

- Course Number:** 11061504
- Name:** ART III
- Standards-based:**
- Active:**
- Subject Type:** [Dropdown menu]
- State Code:** 500719
- Department:** [Dropdown menu]
- Schedule Load Priority:** [Input field]
- Max Students:** [Input field]
- Terms:** 0
- Schedules:** 0
- Periods:** 0
- Sections to Build:** 0
- GPA Weight:** 0.5
- Bonus Points:**
- Transcript:**
- Required:**
- Type:** [Dropdown menu]
- Difficulty Level:** [Dropdown menu]
- Activity:** [Dropdown menu]
- Homeroom:**
- Allow requests:**
- Allow teacher requests:**
- Attendances:** (indicated by a red arrow)
- Unit Attendance:**
- Teaching Method:** 01: Direct Instruction
- Instructional Setting:** 01: Onsite Classroom
- Comments:** [Text area]

23C

Rotating Classes

Campus Path: Grading & Standards | Grading Tasks

Campus Path: Scheduling | Courses | Sections | Grading Tasks

In order to track which teacher is teaching which student in content areas, districts can no longer schedule students into rotating classes where multiple teachers teach different content areas.

Note: You can no longer schedule related Arts class under one course number. These courses must be distinct and identifiable by course content. If a composite grade is required to make an all year course refer to the

[Scheduling Rotating Courses Manual](#)

Data Standard – Technical Education Database System (TEDS)

24	TEDS		
KDE Contact (Data Steward)	Kiley Whitaker	Updated	01/09/13
Description	The Technical Education Database System (TEDS) tab in Infinite Campus is for entering data on Career and Technical Education (CTE) students. All initial data entry for CTE students should be completed on the TEDS tab in Infinite Campus and then imported to TEDS		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • <u>Perkins Accountability</u> – Federal Perkins Law and Perkins funding is based on CTE data that is initially entered into the TEDS tab. • <u>Career Readiness</u> – Career Readiness accountability is based on CTE data that is initially entered into the TEDS tab. 		
How is data used	<ul style="list-style-type: none"> • Federal Reporting • College and Career Readiness • Federal Funding • State Funding 		
Noted Changes for current year	CIP Codes and Industry Certifications will be updated with the new codes in the dropdown menus.		
Available Ad-Hoc & Reports	TEDS SQL Pass-Through Query for Federal Indicators KY State Reporting – TEDS Report		
Available Training	TEDS Infinite Campus Training TEDS Beginning of Year Training Registration System		
24A	Adding or Updating a TEDS Enrollment		

Campus Path: Select a Student > Click on TEDS tab

Step 1: Click Add TEDS for a New Enrollment or click on the Enrollment if activating an inactive enrollment. You should always choose to activate an inactive existing enrollment if possible when the student is continuing in the same Career Pathway/CIP Code. Do not change a current enrollment to a new Career Pathway/CIP Code. Choose to Add a New Enrollment if the student has a new Career Pathway/CIP Code.

The screenshot shows the TEDS interface with the following fields and values:

- School:** Knox Central High School(410)
- Start Date:** 04/25/2012
- End Date:** (empty)
- CIP Code:** 01.0901: Agriculture-ANIMALSYSTEMS
- Special Populations:** (empty)
- Daily Attendance Hours:** Semesters (selected), Credit Hours: 0
- Term 1:** 1, **Term 2:** 1
- *Student Objective:** 2: Exploring
- Termination Status:** (empty)
- ONET Code:** (empty)
- ONET Date:** (empty)
- Federal ID:** (checkbox unchecked)
- Credential Earned:** (empty)
- ATC_CTC:** (empty)
- Industry Certificate:** (empty)
- Work Based Learning:** (empty)

Step 2: Complete required fields in Red on TEDS tab and update Credit Hours

Start Date: Enter the month, day and year (##/##/##) the student enrolled in the CTE program the first time. This should not be updated after it is initially entered.

CIP Code: Use the drop down menu to select the appropriate career pathway/CIP code

Daily Attendance Hours: This is the average daily attendance (amount of time spent in courses each day) for a student in the Career Pathway (CIP Code). The user will first select either semesters (full-year, block, semesters, and quarters) or trimesters, depending on the school schedule. Depending on this selection, the user will have either two or three attend hour fields. The user will be able to enter the exact value without rounding to the nearest half hour in these fields. Calculation for Daily Attendance Hours is sum of time spent in courses for indicated Career Pathway divided by 60 (if the student was in courses for 55 minutes each day for this program, the calculation is $55/60 = 0.92$). Additional calculations may be necessary for block schedules where students are not in the course each day.

Special Populations: Use the drop down menu to select special population’s category of either single pregnant female or single parent. This is required data if you have it, but you should not ask students

to submit this information for TEDS.

Student Objective: Use the drop down menu to select Student Objective:

- Exploring - a student who is enrolled in the first or second credit within a sequence of courses leading to a career major
- Preparatory - a student who has completed two career and technical education credits in a preparatory program and is enrolled in the third credit course(s).

Termination Status (Optional in IC, Required in TEDS): Use the drop down menu to select the appropriate Termination Status. Data will only import to TEDS on active students. If you are terminating inactive students, this must be done in TEDS.

End Date (Optional in IC, Required in TEDS): Enter the month, day and year (##/##/##) of termination. This should be the date that the student leaves your school, not when the student quits taking courses in the Career Pathway.

Federal ID (Optional in IC, Required in TEDS): The federal reporting indicator designates the one program in which a student will be included in federal Perkins reporting. The indicator must be marked once (and only once) for each student, regardless of the number of programs the student is enrolled in during a school year. If the student has a preparatory student status in an enrollment, then that enrollment must be marked.

Industry Certificate(Optional in IC, Required in TEDS): Use the drop down menu to select appropriate Industry Certificate

ATC/CTC: Use the drop down menu to link students to the Area Technology Center or Career Technology Center in which they are enrolled in the selected career pathway/program. Leave this field blank if the student is not enrolled in an ATC or CTC.

Campus Path:	KY State Reports > TEDS Report
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Step 1: Expand KY State Reporting

Step 2: Click on TEDS Report

Date Range – Enter the first day of school until the last day of school (07/01/2013 – 06/30/2014)

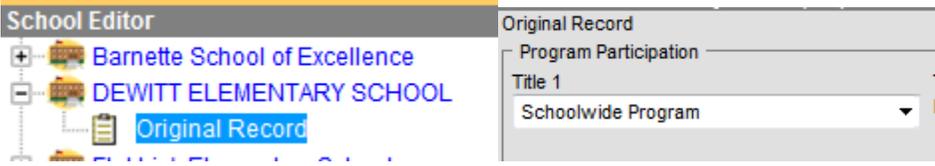
Extract Type – Use Enrollment for the first export and then repeat for Demographic

Format – Use State Format (fixed width) for both Enrollment and Demographic Extract Types

Optional Format – Use HTML for both Enrollment and Demographic Extract Types if you would like data that can be imported into Excel to verify if the data is correct before importing to TEDS or if you receive a Line # error during TEDS import.

Generate Report – Click Generate report for Enrollment, save as TEDSEnrollment
 Click Generate report for Demographic, save as TEDSDemographic

Data Standard – Title 1

25	Title 1 Data Entry		
KDE Contact (Data Steward)	Data Steward: Cathy Lazarin Program Contact: David Millanti 502-564-3791	Updated	5/13/14
Description	Title I, Part A is one of the many federal programs in the No Child Left Behind Act of 2001. Title I, Part A provides formula grants to districts. Districts then allocate funds to Title I schools based on their number of low-income children. The district must use Title I funds only in schools that have been selected for services through allowable procedures. Funds are used to improve student achievement in high poverty schools.		
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> • Title 1, Part A Website 		
How is data used	<ul style="list-style-type: none"> • Federal Reporting • Funding Allocations • School Report Card 		
Noted Changes for current year	Standards for documenting Title 1 Status for the 2013-14 school year		
Available Ad-Hoc & Reports	<p><i>Title 1 Status</i> state published ad-hoc should be used to verify Title 1 Status for current school year. This ad-hoc produces Title 1 Status codes for each school, the codes are defined as follows:</p> <ul style="list-style-type: none"> ○ TGELBNOPROG : Targeted Assistance Eligible – No Program ○ TGELBTGPROG : Targeted Assistance Program ○ SWELIGTGPROG : Schoolwide Eligible – Targeted Assistance ○ SWELIGNOPROG : Schoolwide Eligible – No Program ○ SWELIGSWPROG : Schoolwide Program <p>NOTTITLE1ELIG : Not a Title 1 School</p>		
Available Training			
25A	School Designation		
Campus Path:	System Administration Resources School		
<p>When you complete your Ranking Report for the current school year, the school Title 1 status should be updated if needed.</p> <p>Step 1 – Verify the Title 1 designation for each school</p> <ul style="list-style-type: none"> ➤ Expand appropriate school ➤ Select ‘Original Record’ 			
			

- If the school’s 13-14 Title 1 Status needs to be update; click New School History option



- Enter Effective Date as of July 1 of current school year

*Effective Date
07/01/2013

- Select appropriate Title 1 Status from the drop list

DEWITT ELEMENTARY SCHOOL (170) School History

Original Record

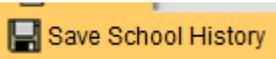
Program Participation

Title 1

- Targeted Assistance Eligible - No Program
- Targeted Assistance Program
- Schoolwide Eligible - Targeted Assistance
- Schoolwide Eligible - No Program
- Schoolwide Program
- Not a Title I School

- Targeted Assistance Eligible – No Program (TGELGBNOPROG): The school’s poverty percentage is between 35-40% as reported on the Ranking Report. The school is eligible to receive Title I, Part A funds but does not.
- Targeted Assistance Program (TGELGBTGPROG): The school’s poverty percentage is between 35-40% as reported on the Ranking Report. The school receives a Title I, Part A allocation and implements a targeted assistance program. Not all students enrolled receive services.
- Schoolwide Eligible – Targeted Assistance (SWELIGTGPROG): The school’s poverty percentage is at or above 40% as reported on the Ranking Report and it receives a Title I, Part A allocation. The school is eligible to operate a schoolwide program but chooses to operate a targeted assistance program.
- Schoolwide Eligible – No Program (SWELIGNOPROG): The school’s poverty percentage is at or above 40% as reported on the Ranking Report. The school is eligible to receive Title I, Part A funds but does not.
- Schoolwide Program (SWELIGSWPROG): The school’s poverty percentage is at or above 40% as reported on the Ranking Report. The school receives a Title I, Part A allocation and implements a schoolwide program. All students are eligible to be served with Title I, Part A funds.
- Not a Title 1 School (NOTTITLE1ELIG): The school is not eligible to receive Title I, Part A funding as reported on the Ranking Report.

- Save School History



25B	Student Services
Campus Path:	Student Information General Title 1 Services Tab
<p><i>If the school designation is a Title I- Targeted Assistance Program; then each student who receives Title I Services must have this screen completed.</i></p> <p><i>Note: This does not need to be completed in schools designated as a Schoolwide Program.</i></p>	

Title 1

***Enrollment**

***Start Date**  **End Date** 

Title I Support Services	Title I Instructional Services	Title I Other Service
<input type="checkbox"/> Counseling	<input type="checkbox"/> Mathematics	<input type="text"/>
<input type="checkbox"/> Guidance	<input type="checkbox"/> Reading/Language	
<input type="checkbox"/> Health	<input type="checkbox"/> Science	
<input type="checkbox"/> Dental	<input type="checkbox"/> Social Studies	
<input type="checkbox"/> Eye Care	<input type="checkbox"/> Vocational/Career	
	<input type="checkbox"/> Other, specify	

Start Date: Enter date student began receiving Title I Services

Title 1 Support Services: Check all that apply

- ✓ Counseling
- ✓ Guidance
- ✓ Health
- ✓ Dental
- ✓ Eye Care

Title 1 Instructional Services: Check all that apply

- ✓ Mathematics
- ✓ Reading/Language
- ✓ Science
- ✓ Social Studies
- ✓ Vocational/Career
- ✓ Other, specify

Title 1 Other Services: Enter any additional Title I services student may receive

End Date: Enter the date student Title 1 Services end; if student receives services entire school year the end date should be the last day of school.

NOTE: A new record should be created each school year for each student receiving services

Data Standard – Transportation

3	Transportation		
KDE Contact (Data Steward)	Cheri Meadows	Updated	7/18/13
Description	Transportation codes allow school districts to track student ridership data. School districts are reimbursed through the SEEK funding formula for transportation of students based on the T-codes assigned to students.		
Data Standard Reg sites, data use, etc.	KRS 157.370, Section 3; 702 KAR 5:020; 702 KAR 5:100		
How is data used	State and federal reporting, P20 reporting and in calculating the annual SEEK transportation reimbursement to school districts.		
Noted Changes for current year	KDE recommends that schools review their student T-code data at regular intervals during the year to ensure accurate data and full reimbursement using the new Sample T-code verification form or another form created by the school district.		
Available Ad-Hoc & Reports	Sample T-Code Verification Form (Go to link on web page.)		
Available Training	Campus Community: Transportation (Student)		
3A	Student’s Guardian Information		
Campus Path:	Path: Student General Transportation Tab		

Transportation Detail	
*Calendar	Transportation Code
<input type="text" value=""/>	<input type="text" value=""/>
*Start Date	End Date
<input type="text" value=""/>	<input type="text" value=""/>
In Bus	Out Bus
<input type="text" value=""/>	<input type="text" value=""/>
In Time	Out Time
<input type="text" value=""/>	<input type="text" value=""/>
In Bus Stop	Out Bus Stop
<input type="text" value=""/>	<input type="text" value=""/>
Late Bus	Miles Transported
<input type="text" value=""/>	<input type="text" value=""/>
Transported to Another District	
<input type="checkbox"/>	

Calendar: select appropriate calendar from dropdown list

Transportation Code: Select from drop down menu the appropriate Transportation Code for student, as defined below:

- NT – Not Transported
- T1-Twice Daily>Mile
- T2-Twice Daily<Mile
- T3-Once Daily>Mile
- T4-Once Daily<Mile
- T5-Special Transport

Start Date: Enter start date of transportation code

End Date: Enter end date of transportation code