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## Timely and accurate student records transfer is vital to ensure students receive needed services

Submitted by Becky Jenkins

Please emphasize the importance of timely and accurate student records transfers within your schools. The availability of student records from the former school helps to ensure students are placed in appropriate courses and prevents an interruption of students' needed services. This is especially important when a student has special needs, is in foster care, is an English Learner or has other circumstances that may require additional services or accommodations.

Please share these reminders with individuals in your schools who are responsible for student records transfer.

- Initiate the Infinite Campus electronic student records transfer process *immediately* after enrolling a student from another Ky. school district. Follow guidance in the [Student Records Transfer Data Standard](#) to ensure successful records transfer.
- Always use the student locator to enroll students to prevent duplicate records. If you are unable to find a student you know has been previously enrolled in Kentucky, do not create a new record. Contact the district where the student was last enrolled, KDE or Infinite Campus for assistance.
- **DO NOT** skip the records transfer even if student is a short-term placement. Failure to transfer records leads to incomplete or a lack of records as the student again transfers to a new district.
- Use the student's full legal name when entering the enrollment. If the student's name or date of birth in the new district does not match the data in the former district, the record will not transfer. *Avoid entering a name change until after the records transfer is complete.*
- Assign someone to review and respond daily to Process Alert messages. This person should have a backup for occasions when they are unavailable.
- When a records request is received by the former district, the former district staff should:
  - confirm the student has left the district,
  - ensure active plan documents such as an IEP or ILPA are locked,
  - end-date the student's enrollment, and
  - release the records as quickly as possible.
  - Note: Failure to end-date the enrollment before releasing the records will prevent attendance data from transferring and impact other records transfer functionality.
- When records are released to the new district, the new district should:
  - promptly review the released records,
  - run available wizards to import student data,
  - download and securely save or print PDF transfer documents, and
  - notify appropriate staff such as administrators, special education directors, school nurses, English Learner, homeless, and gifted and talented coordinators, etc. if the student has records that need to be reviewed within the transferred data.
- Communication between districts is essential. For immediate needs or to follow-up on an overdue records request, reach out by phone to the former district. There is a [KSIS point of contact](#) in every district who can identify the correct school contact or help if other records transfer issues arise.
- If a records request fails to go through after following guidance in the [Student Records Transfer Data Standard](#) and guidance on [Campus Community](#), submit an Infinite Campus support case.
- Reports available to help identify issues or confirm a records transfer is complete include:
  - Student Information/Reports → *Enrollment Status Report* – This report can be generated for a range of dates to identify newly enrolled or withdrawn students and to verify a records transfer was requested or released.
  - KY State Reporting/KDE Reports → *W22 Withdrawn Students Report* – This report can assist in identifying students that have withdrawn to enroll in another district with no records request initiated by the receiving district.

## Behavior reporting changes

Submitted by Amy Patterson and Windy Newton

### In-School Removals during recess, lunch and study periods

Recently, the Office of Special Education and Early Learning (OSEEL) became aware that confusion exists among districts when documenting and reporting disciplinary removals of students with disabilities that occur during lunch, recess, and other non-academic times such as study periods. The U.S. Department of Education's (U.S. ED), Office of Special Education Programs (OSEP) has always defined, and OSEEL has always trained, that a removal of a student with a disability is *any instance in which a child with a disability is removed from his or her educational placement for disciplinary purposes*. Educational placement includes lunch, recess and study periods.

The Individuals with Disabilities Education Act (IDEA) requires that discipline data for special education students be reported to the U.S. ED annually. To meet this requirement, all disciplinary removals must be entered and appropriately coded in Infinite Campus (IC). Therefore, behavior events resulting in disciplinary removals of students during lunch, recess or study periods must be captured.

Some districts may be correctly capturing all disciplinary removals in IC; however, if removals during lunch, recess, and study periods are not currently captured then districts must correct internal procedures. Local resolution codes currently being used to document these removals must be mapped to the appropriate state code. Options for updating local procedures include: using existing local resolution codes mapped to the state resolution code or creating new resolution codes mapped to the state resolution code. Mapping of codes cannot occur during the school year; therefore, districts must wait until the end of the current school year to map the existing local codes to the state resolution code for the 2020-2021 school year. The intent is that all student removals be consistently reported regardless of whether reporting data for students with or without disabilities.

In-school removals (INSR) are reported in Kentucky's *Safe Schools Report* along with the corresponding calculation of time removed in the *Resolution Length* column. Time removed is calculated using the *Resolution Start Date* and *Resolution Start Time* and the *Resolution End Date* and *Resolution End Time*. Beginning with the April release, RX.2012, the *Resolution Length* for each removal is calculated to the one-hundredth of the school day, based on the school calendar and aggregated in the *Safe Schools* report accordingly.

While federal reporting for students with disabilities includes all disciplinary removals, the Kentucky Department of Education (KDE) is working with Infinite Campus to modify the *Safe Schools Aggregate* report to exclude INSRs that have a *Resolution Length* less than one-half of a day from public reporting on the *School Report Card*. Exclusion of INSRs which are less than one half of a day eliminates concerns regarding the impact of these removals on *Safe Schools* discipline data. Currently, the KDE does not have a timeframe for this proposed change.

Programmatic questions around the discipline provisions of the IDEA should be directed to [Carol Ann Morrison](#) in the Office of Special Education and Early Learning. Questions around special education data entry and reporting should be directed to [Amy Patterson](#). Questions around Kentucky's *Safe Schools* data entry and reporting should be directed to [Windy Newton](#) in the Office of Continuous Improvement and Support.

### School Removals for alternate locations (NEW 2020-2021)

The KDE is working with Infinite Campus to establish a new resolution code to track removals to off-site locations. The new code will be available for the 2020-2021 school year and corrects reporting inconsistencies between students with and without disabilities. Establishing this new code corrects this inconsistency and improves the quality of special education discipline data reported to U.S. Department of Education (U.S. ED).

According to the U.S. ED's Office of Special Education Programs (OSEP), when a student with a disability is removed for a disciplinary purpose to a location other than the school where the student regularly attends, this is an out-of-school removal. However, under Kentucky's *Safe Schools* reporting these removals have been reported as INSRs because the student continues to receive services under direct supervision of district personnel, even if the student's school location changed. Introduction of this new code means schools can consistently report disciplinary removals of all students removed to school-based programs in locations other than the school where the student regularly attends. The new code allows both the IDEA discipline data submission and *Safe Schools* reporting to treat the removals appropriately per the respective requirements without impacting Federal or State funding.

The *School Report Card* and IDEA discipline data will treat the new resolution code differently. While the *School Report Card* will interpret this code as in-school removals the IDEA discipline data submitted to the U.S. ED for students with disabilities will interpret this code as out-of-school removals. The KDE will provide additional information on this proposed change during summer training sessions.

Programmatic questions around the discipline provisions of the IDEA should be directed to [Carol Ann Morrison](#) in the Office of Special Education and Early Learning. Questions around special education data entry and reporting should be directed to [Amy Patterson](#). Questions around Kentucky's *Safe Schools* data entry and reporting should be directed to [Windy Newton](#) in the Office of Continuous Improvement and Support.

## Mixed dual credit courses, dual credit coursework and the KTS data exchange

*Submitted by Scott U'Sellis*

A mixed dual credit course is one in which both dual credit and non-dual credit students are enrolled in the same section of a course. There are two mixed dual credit course setup methods:

- Create one section for dual credit students and a separate section for non-dual credit students (highly recommended)
- Create one section and sort dual credit students from non-dual credit students in the Roster Batch Edit tab (path: Scheduling /Courses/Sections/Choose Section/Roster Batch Edit).

If your school chooses to use the Roster Batch Edit method, a designee at the primary enrolled school will need to manually edit the difficulty level on the transcript for dual credit students as this is not an automated process.

Many students across Kentucky take advantage of dual credit opportunities offered at a Career and Technical Education (CTE) center. The Kentucky Tech System (KTS) data exchange is a secure transfer of student enrollment data between the student's high school and CTE center. Courses pulled from the KTS course catalog of a CTE center that utilizes the KTS data exchange will not include dual credit indicators. High schools must work with the CTE center to determine which courses are being offered as dual credit and update these dual credit courses per the [Dual Credit Course Data Standard](#).

## Check for missing enrollments

*Submitted by Becky Jenkins*

The Office of Assessment and Accountability will pull roster data for assessment vendors in late February and March. To help ensure roster data is complete, run the *State Enrollment Verification Report* (path: Student Information/Reports). Check for student enrollment records missing at State Edition. Review the records to identify issues that might prevent syncing such as duplicates records. Missing enrollments may require a manual sync of records by a system administrator after issues are resolved. If a sync fails to update State Edition records, submit an Infinite Campus support case for assistance.

## Title I reporting reminders for 2019-2020

*Submitted by Margalee Conlee*

On July 1, KDE will extract 2019-2020 Title I data from the Infinite Campus reporting warehouse for state and federal reporting purposes. Please see the tips below to ensure your data is complete and accurate.

- Title I Status in Infinite Campus must be updated to match the Title I Status submitted on the district 2020 Consolidated Application in the Grant Management Application & Planning (GMAP); reference [Title I Data Standards](#), Section A for guidance on how to verify and update school detail Title I Status in Infinite Campus.
- Targeted Assistance Programs (TAS) MUST complete a record on the student Title I Services tab for each student receiving Title I services during the current school year; reference the [Title I Data Standards](#), Section B for guidance on how to complete student records for Title I services received in a targeted assistance-designated facility.
- 2019-2020 Title I Status will populate on the [School Report Card](#).

If you have additional questions or concerns, contact Margalee Conlee by [email](#).

## New Privacy 101 video series helps school district leaders protect student data

*Submitted by Linda Burton*

[New Privacy 101 video series](#), produced by the Future of Privacy Forum (FPF), provide an animated overview of best practices and tips on how schools can protect student privacy. The series was designed to help school leaders better understand federal and state privacy laws and protect sensitive student data. The series covers:

opportunities and challenges for collecting and safeguarding student data in the digital age

- legal compliance about requirements of the Family Educational Rights and Privacy Act (FERPA)
- how to avoid common privacy risks
- transparency and how to engage and inform parents about a school's data collection practices

## Have good news to share about your district's best practices for promoting data quality or use?

Please send your story or give us a call. We would like to showcase district best practices that improve data quality and innovative ways to use data. Please contact DeDe Conner by [email](#) or telephone at (502) 564-2020, ext. 2208.

## Data calendar

The monthly data calendar includes data pulled at the state level and data collected from districts for sharing with other state agencies or federal reporting. Please help ensure data is verified and available prior to the due date.

Due to KDE	Report	KDE Contact
03/01	Preschool Enrollment Count (Spring)	<a href="mailto:andrea.bartholomew@education.ky.gov">andrea.bartholomew@education.ky.gov</a>
03/01	SEEK Final Calculation per Budget Language	<a href="mailto:chay.ritter@education.ky.gov">chay.ritter@education.ky.gov</a>
03/01	Diversity Data-Spring Pull	<a href="mailto:scott.smith@education.ky.gov">scott.smith@education.ky.gov</a>
03/01	TEDS (Second Semester/Trimester)	<a href="mailto:claudie.christian@education.ky.gov">claudie.christian@education.ky.gov</a>
05/01	Gifted and Talented	<a href="mailto:kathie.anderson@education.ky.gov">kathie.anderson@education.ky.gov</a>
5/30	Tentative Budgets	<a href="mailto:chay.ritter@education.ky.gov">chay.ritter@education.ky.gov</a>
5/31	Certification for Transportation for Daily Trips	<a href="mailto:chay.ritter@education.ky.gov">chay.ritter@education.ky.gov</a>
5/31	Certification for Transportation for Home Trips for Resident Pupils	<a href="mailto:chay.ritter@education.ky.gov">chay.ritter@education.ky.gov</a>

## Training

For more information and registration links for the following training events, go to the [KSIS Training webpage](#).

Date	Event	Location
	<b>Infinite Campus spring user group meetings</b>	<b>Various</b>
3/17	Marshall County Board Office	86 High School Road, Benton
3/18	Owensboro Public Schools	450 Griffith Avenue, Owensboro
3/19	Barren County Innovation Zone	475 Trojan Trail, Glasgow
3/20	Hardin County Early College and Career Center	200 University Drive, Elizabethtown
3/24	Laurel County School District	718 N. Main Street, London
3/25	Morgan County Board of Education	155 University Drive, West Liberty
3/26	Scott County Board of Education, conf. Room C	2168 Frankfort Road, Georgetown
3/27	Oldham County Administrative Annex, Rooms B & C	1900 Button Lane, LaGrange
<b>4/6-10</b>	<b>Mastering the Fundamentals of Campus</b>	<b>Fayette Co. Schools Bd. Office, 701 E. Main St., Lexington</b>
<b>4/23</b>	<b>KSIS Infinite Campus End-of-Year Training</b>	<b>KDE Media Portal and 300 Sower, Frankfort</b>

## School Data Services team

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## Kentucky Department of Education

Contact: Division of School Data Services  
300 Sower Blvd., Frankfort, KY 40601  
(502) 564-2020

Send questions and comments to the [Data Services mailbox](#).

