

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on their fronts. The bottom left shows a classroom with blue walls, desks, chairs, and educational materials. A white diagonal line separates the two images.

End of Year Data and Reporting 2023-2024

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Kentucky Department of

E D U C A T I O N

Expectations

- We will have breaks, but feel free to get up if needed.
- Rule of two feet – take care of yourself. 😊
- If you have questions that are unanswered, write them on Post-It Notes and place on poster paper.
- Student-specific questions will be answered outside of this training.

Upcoming Reporting Dates

- Individuals with Disabilities Education Act (IDEA) Application in Grant Management Application and Planning (GMAP) – June 1, 2024
- Personnel Reporting in GMAP – June 1, 2024
- Indicators 11 and 13 Spreadsheet – June 30, 2024
- Indicator 12 Survey – June 30, 2024
- Discipline Data Verification – June 30, 2024
- Special Ed Exit Data Verification – Oct. 31, 2024

The background is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and educational materials. A white diagonal line separates the two images.

Special Ed Exiting

[KY State Reporting](#) > [KDE Reports](#) > [SPED Exit Detail](#)

New Report

- Use *KY State Reporting > KDE Reports > SPED Exit Detail Report.*
- Do NOT use *KY State Reporting > Special Ed Exit Report.*



Special Education (SPED) Exit Detail Report

For a student to appear on the SPED Exit Detail Report (*KY State Reporting > KDE Reports > SPED Exit Detail Report*), the following conditions must be met.

Special Education (SPED) Exit Detail Report Criteria

- The student was aged 14 to 21 on the Dec. 1 count prior to exit,
- The student was enrolled in a public school district in Kentucky on or before Oct. 1, and
- Either of the following is true:
 - The student had an Individual Education Program (IEP) at the beginning of the school year, or
 - The student had an IEP at the end of the previous school year and had a “No Show” enrollment in the current school year.

Exiting Special Education

For a student to be federally reported on the special education exit report, the student must have exited special education for one of the following reasons:

- Transferred to regular education,
- Graduated with a regular diploma,
- Graduated with an alternate diploma,
- Reached maximum age (21),
- Died,
- Moved, known to continue, or
- Dropped out

Reporting Exit Status

For all students ages 14 – 21 who exit special education, the district must enter the Special Ed Exit Status and Special Ed Exit Date in the Special Ed Fields in the Enrollment tab.

Special Ed Fields

Special Ed Status

Primary Disability

Setting

Date Eligible but Refused

PartC ID

Special Ed Exit Status

Special Ed Exit Date

Reporting Exit Status ⁽²⁾

If the Special Ed Exit Date (column R) is outside of the current school year but the student has a current IEP, remove the Special Ed Exit Status and Special Ed Exit Date.

Special Ed Fields

Special Ed Status

Primary Disability

Setting

Date Eligible but Refused

PartC ID

Special Ed Exit Status
06: Moved, Known to Continue

Special Ed Exit Date
01/13/2015

Defining the Columns

- Entered by Director of Pupil Personnel (DPP) Team
 - Enrollment Start Status (column L) - start status on Enrollment tab
 - Enrollment End Date (column M) – end date on Enrollment tab
 - Enrollment End Status (column N) – end status on Enrollment tab
 - Diploma Type (column O) – selected in Graduation tab
- SPED Exit Status on Enrollment (column P) – entered into Special Ed Exit Status in the Special Ed Fields in the Enrollment tab

Defining the Columns ⁽²⁾

- KDE Determined SPED Exit Status (column Q) – This is determined by algorithm based on
 - Enrollment End Status,
 - State Final Enrollment (column T), and
 - Diploma Type (column O).
- SPED Exit Date on Enrollment (column R) – This is entered into Special Ed Exit Date in the Special Ed Fields in the Enrollment tab by special education team.
- KDE Determined SPED Exit Date (column S) – This is determined by algorithm based on Enrollment End Status and IEP End Date.

Defining the Columns ⁽³⁾

- State Final Enrollment (column T) – Column will have a “Y” if the student did not have a subsequent enrollment, or an “N” if the student enrolled after the enrollment represented on the line.
- Review (column U) – If cell has a Y, inconsistencies exist within the row and should be reviewed.
- IEP Expired (column V) – The IEP’s End Date occurred during this enrollment.

Examples of Errors to Look For

- If a “Y” is in the column titled “Review” (column U), review that column.
- Highlighted cells indicate inconsistencies (*could be errors*).
- Review if column P (SPED Exit Status on Enrollment) and column Q (KDE Determined SPED Exit Status) are different.
- Review if the column titled “Disability” (column K) is blank.
- Review if column P (SPED Exit Status on Enrollment) or column Q (KDE Determined SPED Exit Status) have “02: Graduated with diploma” or “03: Alternative high school diploma,” but the column titled “Diploma Type” (column O) is blank.

Common Inconsistencies

- SPED Exit Status on Enrollment says, “02: Graduated with diploma,” but Diploma Type says, “Alternative High School Diploma”
- SPED Exit Status on Enrollment says, “03: Alternative High School Diploma,” but Diploma Type says, “General Diploma”
- SPED Exit Status on Enrollment says, “06: Moved, known to continue,” but student did not enroll anywhere else
- SPED Exit Status on Enrollment says, “07: Dropped Out,” but student enrolled later

I'm Confused...



- [Special Education Resources for Using Infinite Campus](#)
- [Special Education Reporting Manual](#)
- [Book time with Amy](#)
- [Email Amy](#)

Graduation and Dropout Calculations

- Only students on the exit report are included in the graduation and dropout calculations.
- Only students with the following reasons for exit may be included in the calculation:
 - Graduated with a regular diploma,
 - Graduated with an alternate diploma,
 - Reached maximum age (21), or
 - Dropped out.

Indicator 1: Graduation Rate

(graduated with a regular diploma)

(graduated with regular diploma + graduated with alt diploma +
reached maximum age +
dropped out)

Indicator 2: Dropout Rate

(dropped out)

(graduated with regular diploma + graduated with alt diploma +
reached maximum age +
dropped out)

Timeline

- Begin reviewing data at the end of the school year (*KY State Reporting > KDE Reports > SPED Exit Detail Report*).
- Try to eliminate highlighted cells.
- Run again after Oct. 1 to review students who dropped out but enrolled in the next school year.
- Submit verification survey (which will be sent out in October) by Oct. 31.

General Resources

- New videos will be posted at [Special Education Resources for Using Infinite Campus \(IC\)](#)
- [Special Education Processes Data Standards](#)
- [Special Education Reporting Manual](#)
- [Exit Report and Indicators 1 and 2 \(Graduation and Dropout\)](#)
- [Special Education Exiting Video 2023](#)

Questions

The background is a composite image. The top-left portion shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several desks and chairs arranged in the room.

Indicators 11 and 13



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Indicator 11 and 13 Spreadsheet

Tabs

- Cover Sheet
- Instructions
- Assurances
- Indicator 11
- SAMPLE Indicator 11
- Indicator 13

Indicator 11

- Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe.
- Kentucky's timeframe is 60 school days.

Indicator 11 ⁽²⁾

To create the Indicator 11 report in Infinite Campus:


- Go to *KY State Reporting*;
- Click on *KDE Reports*;
- Click *SpEd_Evaluation_Detail*;
- Click *Generate Report*.
- **Note:** This report is ONLY for your use to provide a list of students from which to choose a random 10% of students to put on the report you will send KDE.


Notes on SpEd_Evaluation_Detail


- Districts are not required to use SpEd_Evaluation_Detail report; it is encouraged.
- If “Date of Consent for Initial Evaluation” column says, “*Missing Consent Date,*” enter the date of consent for initial evaluation in the “Consent for Evaluation” document (see next slide for screenshot).


Screenshot of Consent Header Editor


Consent Header Editor

***ARC Date**
 

***Evaluation Type**
 

Date of Consent for Initial Evaluation
 

Date of Consent for Reevaluation
 

Date of Revocation of Consent for Evaluation
 

Reason for Revocation of Consent for Evaluation:

Notes on SpEd_Evaluation_Detail (2)

- It is **NOT** a concern if the “Eligibility Determination Date” column says “*Missing Eligibility Date*” if an Initial Evaluation/Eligibility Determination document dated after the Date of Consent for Initial Evaluation has **NOT** been completed and locked.
- If a student has left the district, the column labeled “Enrollment End Date” will have a date. Filter these students out.
- Preschool days will not be accurate. Districts will need to calculate those.

Creating a List of Students Using Sp_Ed_Evaluation_Detail Report

- Create a list of students with the following conditions.
 - Run the SpEd_Evaluation_Detail report for the previous year.
 - 2022-2023
 - Include students for whom the district obtained consent less than 60 school days prior to the last instructional day.
 - Run the SpEd_Evaluation_Detail report for the current year.
 - 2023-2024
 - Include students for whom district obtained consent more than 60 school days prior to the last instructional day.

In other words...

- The combined list will include all students from the two years.
- You will use this combined list of students to choose the 10% of students for the Indicator 11 spreadsheet.
- Include all students from the previous school year and the current school year who should have an eligibility determination during the current school year.

Once you have your combined list of students...

- Select 10% of students on the list randomly using one of the following:
 - Use an online randomizer such as random.org or Google random number generator, or
 - Select every third student, ensuring all schools are represented.
- Place students' information into the Indicator 11 tab in the Indicator11_13.xlsx spreadsheet.

Indicator 11 Examples

999	Reason(s) for Exceeding Timeline								
Please select the best reason for not meeting timeline and PROVIDE DETAILS in a CONCISE manner. (See tab named "Sample Indicator 11")									
School	Evaluation Consent Date	Eligibility Determination Date	60 School Day Timeline Met	# Days Over Timeline (If applicable)	Availability of Evaluation Personnel <i>(example: shortage of school psychs)</i>	Excessive Student Absenteeism <i>(example: student was absent 12 out of 60 days)</i>	Parental Factors <i>(example: parent rescheduled ARC 3 times)</i>	Difficulty Obtaining External Evaluation Components <i>(example: never received evaluation from medical professional)</i>	Other
Hogwarts			N	4	shortage of school psychologist; 1 for whole district				
Hogwarts			N	6		student absent 15 out of 60 days			
Hogwarts			N	12			5 documented attempts to contact parent. No show		
Hogwarts			N	2					2 days over timeline due to not including NTI days in 60 day.

Initial Evaluation vs. Re-evaluation

Example: Student A has a Speech/Language eligibility and is being evaluated for a Specific Learning Disability (SLD). Should this be treated as an initial evaluation or a re-evaluation?

Answer 1

Choose **re-evaluation** for special education in the Evaluation Header,

but choose **initial determination** for the Eligibility Form for SLD.

Consent Header

Consent Header

NOT STARTED

ARC Date *

10/11/2023



Date of Consent for Initial Evaluation

month/day/year



Date of Revocation of Consent for Evaluation

month/day/year



Reason for Revocation of Consent for Evaluation

Evaluation Type *

Reevaluation



Date of Consent for Reevaluation

10/11/2023




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Evaluation Header

Evaluation Header NOT STARTED

ARC Meeting Date * 

Evaluation Type * ▼

Date of Consent/Denial for Services 

Reason for missing 60 day timeline

Eligibility Form Editor - SLD

Eligibility Form

Eligible Disability * ⓘ
Specific Learning Disability ▼

Determination *
Initial Determination ▼

Specific Learning Disability Eligibility

The ARC determines a student to have a *specific learning disability* and is eligible for specially designed instruction and related services when:

1. The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards.

Eligibility Form Editor - Speech

Eligibility Form

Eligible Disability * 

Speech or Language Impairment ▼

Determination *

Re-determination ▼

Speech or Language Impairment Eligibility

*This form documents the student's eligibility for SLI as a **disability category only**. This form is not required for speech or language a*

Example 2

Example: Student B is receiving services for an eligibility of Developmental Delay (DD). The student will turn 9 years old soon and will be evaluated next week for a Mild Mental Disability (MMD). Should this be treated as an initial evaluation or a re-evaluation?

Answer 2

Choose **re-evaluation** for special education in the Evaluation Header, but choose **initial determination** for the Eligibility Form for MMD.

Indicator 13*

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.

Indicator 13 ⁽²⁾

There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Indicator 13 ⁽³⁾

- For Indicator 13, run the QA SPED Detail report at KY State Reporting > KDE Reports > QA SPED. Then filter for all students who are aged 16 and older.
- [Compliance Record Review Document](#)
- Below is a screenshot of the required regulations.

320.7.1	320.7.2 Measurable Postsecondary Goal	320.7.2 Transition Services Included	320.7.2 Course of Study	320.3.4 Student Invited	320.3.4 Consent from Outside Agency	320.3.4 Input from Outside Agency	320.2.6	320.5.14	300.4.21	320.4.3	320.4.4
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SPP/APR Indicator 12*

This compliance indicator measures the percentage of children:

- *Referred by Part C prior to age 3*
- *Who are found eligible for Part B*
- *Who have an Individualized Education Program (IEP) developed and implemented by their 3rd birthday*

Measurement

- a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their 3rd birthdays.
- c. Number of those found eligible who have an IEP developed and implemented by their 3rd birthday.
- d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. Number of children who were referred to Part C fewer than 90 days before their 3rd birthdays.

Category	Measurement Table	What it actually means
a	Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	What was total number of students referred from Part C (KEIS)? This is ALL kids who were referred to the district. All other categories should add up to this one. Do NOT include students who refused transition.
b	Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their 3rd birthdays.	Of those referred (a), how many <u>were found not eligible</u> for special education services?
c	Number of those found eligible who have an IEP developed and implemented by their 3rd birthdays.	Of those referred (a), how many were <u>found eligible</u> for special education services? These are the students to whom the district is providing special education services in Part B.
d	Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	Of those referred (a), how many had <u>delays due to parent refusal to provide consent</u> ? If the student was found eligible or not eligible by their 3rd birthday, include them in (b) or (c) and <u>not</u> (d).
e	Number of children who were referred to Part C fewer than 90 days before their 3rd birthdays.	Of those referred (a), how many were <u>referred to Part C (not Part B) fewer than 90 days</u> before their 3 rd birthday? Do not include if student is in (b), (c), or (d).
non-compliant	Number of students in (a) that were not included in (b), (c), (d) or (e).	The students included in (a) that are not in (b), (c), (d), or (e) are those for whom the district is non-compliant.

Indicator 12 Hints

- The sum of answers from (b), (c), (d), (e), and (non-compliant) must equal the answer in (a).
- The answer provided in (non-compliant) (“number of children with referrals who were not included in (b), (c), (d), or (e) above, and who did not have an IEP by their 3rd birthday.”) represents students for whom the district was non-compliant for Indicator 12.
- OSEEL will require State Student Identifiers (SSIDs) to be entered for all students in each category.
- [IDEA 2023 Early Childhood Transition Questions and Answers](#)
- Watch for additional training coming soon!!



Discipline



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Why document behavior events?

- [KRS 158.444](#)
- Data for district, school and student
- Internal documentation

What is a Disciplinary Removal?

Any instance in which a child is *removed from his/her educational placement for disciplinary purposes*, including:

- *In-school suspension;*
- *Out-of-school suspension;*
- *Expulsion;*
- *Removals by school personnel to an interim alternative educational setting (IAES1) for drug or weapon offenses or serious bodily injury; and*
- *Removals by a hearing officer to an interim alternative educational setting (IAES2) for likely injury to the child or others.*

In-school Suspension

- Also known as an In-School Removal.
- Used and clarified within behavior/discipline guidance package.
- A removal from the student's regular educational program or setting for disciplinary purposes to another program or setting within the same school. The regular educational program or setting encompasses the school day and includes instructional time, lunch, recess and study periods.

[Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions Appendix 1](#)

Three Guardrails When Considering a Change of Placement

[Federal Register, Vol. 71, p. 46715 \(August 2006\)](#)

An in-school suspension may not be considered a part of the days of suspension addressed in §300.530 as long as the following requirements are met:

- The child is afforded the opportunity to continue to appropriately participate in the general curriculum;
- The child continues to receive the services specified on the child's IEP; and
- The child continues to participate with nondisabled children to the extent they would have in their current placement.

[Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions Question C-7](#)

Informal Removal

- Action taken by school personnel in response to a child's behavior that excludes the child for part or all of the school day, or even an indefinite period of time. These exclusions are considered informal because the school removes the child with a disability from class or school without invoking IDEA's disciplinary procedures.
- Subject to IDEA's requirements to the same extent as disciplinary removals by school personnel using the school's disciplinary procedures.

Informal Removal ⁽²⁾

- Include administratively shortened school days when a child's school day is reduced by school personnel, outside of the Admissions and Release Committee (ARC) and placement process, in response to the child's behavior.
- [Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions Question C-3](#)

INDR – In-District Removal

- A removal from the student’s regular school to an off-site alternative program or another school for disciplinary purposes with the student continuing to receive educational and IEP services and supports. Students must remain under direct supervision of district personnel.

SSP1- Expelled with Services

- The removal of a student from his/her school for disciplinary reasons that result in withdrawal of the student from the school of attendance up to one year. Criteria for expulsion are defined and set by the local board of education. Arrangements must be made to provide the student with educational and IEP related services.
- **Special Education Notation:** When a student with an IEP is expelled, the student's ARC meets to determine how special education and related services described in the IEP will be provided during the expulsion.

SSP2- Expelled without Services

- The removal of a student from school for disciplinary reasons that result in withdrawal of the student from the school of attendance. Criteria for expulsion are defined and set by the local board of education. No arrangements are made for the provision of educational services.
- SSP2 is not allowable for students with disabilities.
- [Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions](#) Question H-2

SSP3- Out of School Suspension

- A student is removed from the regular classroom and from school for a specified duration of time.

Data Entry - Attendance

- Behavior events coded as SSP3: Out of School Removal must be coded as an absence of “S: Suspended.”
- If a parent is called to take a student home or if a student is sent home from school early as a result of a behavior event, the event must be recorded as Out of School Suspension (SSP3), reflecting the actual date/time the student checks out of school. Attendance must be marked as S: Suspended. Dates/times of attendance and behavior resolution must match.
- [Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA’s Discipline Provisions](#) Question C-6 and Appendix 1

SSP8 - Seclusion

- "Seclusion" means the involuntary confinement of a student alone in a room or area from which the student is prevented from leaving but does not mean classroom timeouts, supervised in-school detentions or out-of-school suspensions. [704 KAR 7:160](#)

IAES1/IAES2 – Interim Alternative Educational Setting

- **IAES1** - Unilateral removal by school personnel for drugs, weapons or serious bodily injury
- **IAES2** – Removal by a due process hearing officer due to likely injury to self or others
- These codes are used only for students with IEPs.

IAES1/IAES2 – Interim Alternative Educational Setting ⁽²⁾

- Reference [Interim Alternative Educational Setting Guidance](#)
- [Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions Section D](#)

Interim Alternative Educational Setting (IAES)

- Defined for purposes of discipline data collected under IDEA section 618.
- An appropriate setting determined by the ARC or a hearing officer where a student is placed for no more than 45 school days. This setting enables the student to continue to receive services to participate in the general curriculum, progress toward IEP goals, and includes provision of functional behavioral assessment (FBA) and behavioral interventions (if appropriate).

Removal Codes

- In-School
 - INSR: In-School Removal
 - SSP8: Seclusion
- Other
 - IAES1
 - IAES2
- Out-of-School Removals
 - SSP1: Expelled with Services
 - SSP2: Expelled without Services
 - SSP3: Out of School Removal
 - INDR: In-District Removal

Scenarios

For a resolution to be an in-school removal (INSR), BOTH must be true:

- A behavior event occurred, and
- The student was removed from their typical schedule or setting.

Scenario 1

Natasha, a 7th-grade student with an IEP, became disruptive during her science class. Her teacher called the principal, who walked Natasha from her class and allowed her to complete her assignment in the office.

Did a behavior event occur? **YES**

Was the student removed from her typical schedule or setting? **YES**

Scenario 1 - Explanation

In this scenario, the event is an in-school removal (INSR) because a behavior event occurred, and the student was removed from her typical setting.

Scenario 2

Robert, a 9th-grade student with an IEP, started to exhibit signs of stress, such as clenching his fists and rapid breathing. His teacher recognized his “warning signs” and suggested he go take a drink of water and then return to class.

Did a behavior event occur? **NO**

Was the student removed from his typical schedule or setting? **YES**

Scenario 2 - Explanation

In this scenario, the event is **not** an INSR because a behavior event did not occur. Instead, this may be considered an intervention if done with consistency and fidelity. It is important for a teacher to recognize and identify warning signs a student may show prior to a behavior event and, when possible, support the student in developing his or her own ability to self-regulate. While this response would not be considered a removal for IC coding purposes, the school or district should still collect progress data on this event.

Scenario 3

Angela, a 3rd-grade student, became agitated during a group science project and used profanity to express her emotions. Angela's Behavior Intervention Plan (BIP) stated she could be sent to another 3rd-grade teacher's classroom following a behavior event. Following Angela's BIP, Mr. Compton sent Angela to Ms. William's math classroom across the hall, to cool down.

Did a behavior event occur? **YES**

Was the student removed from her typical schedule or setting? **YES**

Scenario 3 - Explanation

In this scenario, the event is an INSR. Simply because a relocation is specified in the student's IEP or BIP as a preventative behavior measure or strategy does not change the result that the student has undergone a disciplinary removal under the facts of this scenario.

Scenario 4

Jasmine is a 10th-grade student with an IEP who is diagnosed as having anxiety and Attention Deficit Hyperactivity Disorder (ADHD). During the afternoons, she has a particularly difficult time paying attention, especially when her anxiety is heightened. As a self-regulation strategy, Jasmine's IEP states that she is permitted to request a short visit to the school counselor's office when she finds her anxiety is impacting her ability to complete work or pay attention. Jasmine requests this more on some days than others.

Did a behavior event occur? **NO**

Was the student removed from her typical schedule or setting? **YES**

Scenario 4 - Explanation

In this scenario, the event is **not** an INSR. In this case, visiting the school counselor is an example of a positive behavioral intervention to prevent the student's behavior from escalating into a violation of the student code of conduct.

Scenario 5

Two young learners, John and Mateo, needed to use the restroom after coming inside from the playground. The preschool assistant took them across the hall to the restroom while the teacher was in the classroom with the rest of the students. While John was in the stall with the door closed, Mateo peeked under the stall. John got very upset and kicked Mateo in the face, busting his lower lip. John was sent to the principal's office where he stayed for the remainder of the day.

Did a behavior event occur? **YES**

Was the student removed from his typical schedule or setting? **YES**

Scenario 5 - Explanation

In this scenario, the event is an INSR. This is a removal from the student's regular educational program or setting for disciplinary purposes to another program or setting within the same school. John was removed from his typical daily schedule and setting from the preschool classroom to the principal's office. Any changes in placement for the day result in a removal. A behavior event did occur as John kicked a peer, which resulted in the child being injured. School administration or staff would need to document this behavior event in IC.

Discuss

What are some common discipline reporting errors in your district?



Common Reporting Errors

- Inputting resolution (e.g., incorrect dates, times)
- Overlapping resolutions
- Resolutions occurring on non-instructional days
- Change in placement to alternative school
- Informal removals
- Lunch, recess and study periods
- Class in lieu of removal

Safe Schools Report

- KY State Reporting > Safe Schools

- ▶ Assessment

- ▶ System Administration

- ▶ FRAM

- ▼ KY State Reporting

- ▶ KDE Reports

- ▶ KDE Reports

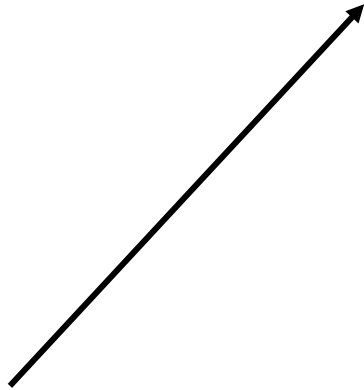
- IDEA Dec 1 Count Extract

- Preschool Enrollment Count

- Safe Schools**

- Safe Schools - Historical

- Special Ed Exit Report



Safe Schools Report

The Safe Schools Report outputs as CSV (Comma Separated Value) file. The report contains behavioral information on students collected from schools and districts in Kentucky.

Enter dates to find incident which occurred during a date range, leaving the date range blank will find all incidents which occurred during the date range of the selected calendar(s).

Extract Options

Extract Type

Format

Date Range --

Filter By: Calendar District

Report Selection All Reports

- SS1: Assault or Violence
- SS2: Possession of Guns or Other Deadly Weapons
- SS3A: Possession/Use or Distribution of Drugs
- SS3B: Possession/Use or Distribution of Alcohol
- SS3C: Possession/Use or Distribution of Tobacco Products
- SS4: Bullying or Harassment
- SS5: State Resolutions not reported in SS1 - SS4

Select Students

Grade

-
- 00
 - 01
 - 1
 - 02
 - 2
 - 03
 - 3
 - 04
 - 4

Ad Hoc Filter

Active Special Ed at Time of Incident

The selection of Run Extract will produce a validation report to identify potential data issues. Submit to Batch will bypass the validation report and is the only generation option when the report is run by Select Districts.

Select Calendars

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

- active year
- list by school
- list by year

19-20

(HeadStart) 19-20 Hayes Lewis
(HeadStart) 19-20 MountainView
(HeadStart) 19-20 Stinnett
(HeadStart) 19-20 W B Muncy
060 19-20 Northern Elementary
061 19-20 Phillip Sharp Middle
070 19-20 PENDLETON COUNTY
080 19-20 SOUTHERN ELEMENTA
19-20 HUNTERTOWN PRE SCHO
19-20 NORTHSIDE PRE SCHOOL
19-20 A B Chandler Elementary
19-20 A M Yealey Elementary Sc
19-20 A5/A6 Beaumont Middle
19-20 A5/A6 Bryan Station High
19-20 A5/A6 Bryan Station Mid
19-20 A5/A6 Crawford Middle
19-20 A5/A6 Edythe J Hayes Mid
19-20 A5/A6 Frederick Douglass
19-20 A5/A6 Henry Clay High
19-20 A5/A6 Jessie Clark Mid
19-20 A5/A6 Lafayette High
19-20 A5/A6 Leestown Middle
19-20 A5/A6 Lexington Trad Mag
19-20 A5/A6 Morton Middle
19-20 A5/A6 PL Dunbar High
19-20 A5/A6 Southern Middle
19-20 A5/A6 Tate Creek High
19-20 A5/A6 Tate Creek Middle
19-20 A5/A6 Winburn Middle

CTRL-click or SHIFT-click to select multiple

Run the Safe Schools Report

- Be sure you are in the correct calendar year.
- Click “Active Special Ed at Time of Incident.”
- Highlight schools on the right.
- Click “Run Extract.”



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How is a Student Included for Calculation?

- Must have a removal length greater than 0.
- ResolutionStateCode must be one of the codes listed in the next slide.
- Demographic data for a student is taken from the child count report.
- If the student was not on the child count report, use the demographic information from the final record of that student in the Safe Schools report.
- All removal lengths for a student are added to give a total removal time for that student.

Removal Codes for Safe Schools

- In-School
 - INSR: In-School Removal
 - SSP8: Seclusion
- Other
 - IAES1
 - IAES2
- Out-of-School Removals
 - SSP1: Expelled with Services
 - SSP2: Expelled without Services
 - SSP3: Out of School Removal
 - INDR: In-District Removal

Reporting SPED Discipline Data

- A district can be determined to have *significant disproportionality* based on one or more of the categories on the preceding slide.
- This data is also used to determine *significant discrepancy* in Indicators 4A and 4B (out-of-school removals greater than 10 days).

Reporting Special Education Discipline Data for Significant Disproportionality

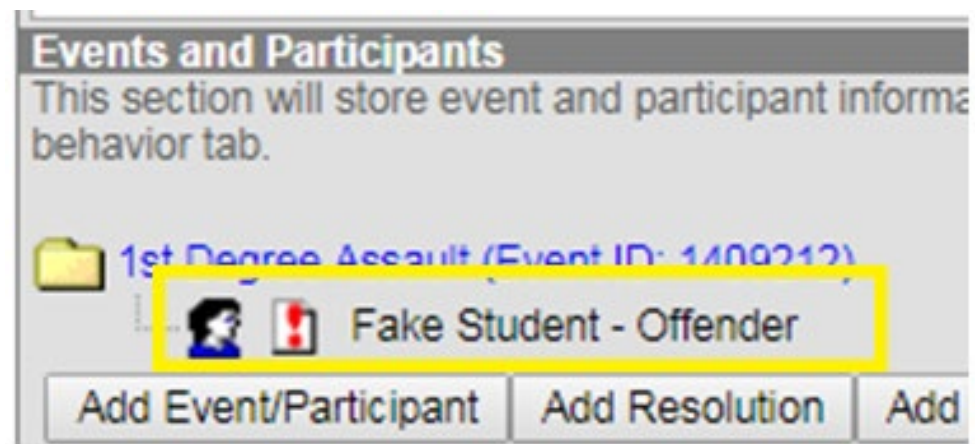
- KDE reports the following categories of discipline data:
 - In-School Removals (*Unduplicated Count of Students*)
 - *Up to 10 Days*
 - *Greater than 10 Days*
 - Out-of-School Removals (*Unduplicated Count of Students*)
 - *Up to 10 Days*
 - *Greater than 10 Days*
 - Count of removal events (*Unduplicated Count of Events*)

Total Removals

- Students must be removed a total of a half day or more.
- Every removal one hundredth of a day or longer (in-school, out-of-school or IAES) is included as a removal.

Participant Detail

A red exclamation mark will appear if the student has an IEP.



Resolution – Length of Time Removed

Resolution Details

*Resolution Type:

SSP3: OUT OF SCHOOL SUSPENSION

Resolution ID: 54157

State Code: SSP3: Out of School Suspension

Category: Minor

*Resolution Assign Date:

10/01/2020

*Resolution Start Date

10/01/2020

*Resolution Start Time

11:00 AM

*Resolution End Date

10/13/2020

*Resolution End Time

03:00 PM

Duration in School Days:

3.57

Attendance Code (Warning: Saving this resolution will update attendance)

S: SUSPENSION

Behavior Admin Staff Name

Details:

Student was sent home that day and suspended for the next 3 days.

Data Visualization in IC

- Tableau Behavior Visualizations
- [KDE Data Visualization Information](#)
- Very limited licenses - talk to your Kentucky Student Information System (KSIS) Administrator

Count of Days Removed

Days Removed - 7,904 student(s)

Student, Fake 00000000000	INSR	Alternative Placement	10.0
	SSP3	Out of School Suspension	8.8
	Total		18.8
Student, Fake 00000000000	SSP3	SSP3 Out of School Suspension	15.6
	Total		15.6
Student Fake 00000000000	INSR	IN SCHOOL SUSPENSION	35.0
	SSP3	OUT OF SCHOOL SUSPENSION	5.0
	Total		40.0
Student Fake 00000000000	INSR	ISAP PARTIAL DAY	6.8
		Team Time Out	1.0
	SSP3	SSP3 Out of School Suspension	6.0
Total		13.8	
Student Fake 00000000000	INSR	ISAP PARTIAL DAY	4.3
	SSP3	SSP3 Out of School Suspension	12.1
	Total		16.5
Student Fake 00000000000	INSR	ISAP Full Day	1.0
		ISAP PARTIAL DAY	3.3
	SSP3	SSP3 Out of School Suspension	8.0
Total		12.3	
Student Fake 00000000000	INSR	ISAP PARTIAL DAY	1.4
		Office Time Out	0.1
	SSP3	SSP3 Out of School Suspension	10.9
Total		12.4	
Student Fake 00000000000	INSR	ISAP Full Day	2.0
		ISAP PARTIAL DAY	1.2
	SSP3	SSP3 Out of School Suspension	0.4
Total		3.6	

Total includes only those resolutions mapped to IAES1, IAES2, INSR, SSP1, SSP2 and SSP3

Not defaulted to SPED

Default at state codes

Default at 8 days removed

DistrictName: (All)
 School Year: 2019-20
 School Name: (All)
 School Level: (All)
 Grade: (All)
 Active: (All)
 Service Type: (All)
 Special Ed: (All)
 Special Ed Disability: (All)
 Resol Codes: (All)

Gender: (All)
 Race/Ethnicity: (All)
 EL Status: (All)
 Econ Dis: (All)
 Homeless: (All)
 Migrant: (All)
 Foster: (All)
 State/Loc: State
 Student-ID: (All)
 Resolution Name: (All)

Total Days Removed: 8.0 (slider) / 310.0

Resources for Discipline

- [Individuals with Disabilities Education Act \(IDEA\) Discipline Guidance](#)
- [Behavior Data Standards](#)
- [Special Education Reporting Manual](#)
- [Special Education Resources for Using Infinite Campus \(IC\)](#)
- [*The Office of Special Education and Early Learning Webcast: Discipline Procedures for Students with Disabilities*](#)
- [Kentucky Department of Education Safe Schools Data Collection and Reporting website](#)



Personnel and Placement



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Personnel

- All special education teachers, paraprofessionals and related service providers employed or contracted to work with children with disabilities (Individuals with Disabilities Education Act) who were ages 3 through 21.
- [Guidance for reporting of personnel data](#)

Personnel Categories

- Special Education Teachers
 - *Fully Certified/Not Fully Certified*
 - *Preschool/School Age*
- Special Education Related Services Personnel
 - *Fully Certified/Not Fully Certified*
- Special Education Paraprofessionals
 - *Qualified/Not Qualified*
 - *Preschool/School Age*

Personnel Full Time Equivalency (FTE)

Report by FTE

- Report the percentage of time each person works specifically with students with disabilities receiving special education and related services.
- Round to the nearest hundredth of a decimal place.
- If a teacher works with both students with disabilities and students without disabilities, report only the portion of the FTE spent with students with disabilities.

Personnel – FTE Example

- **Teacher 1:** Works with students with disabilities for three hours out of a six-hour day
 - *Report 0.50 FTE*
- **Teacher 2:** Works with students with disabilities for four hours out of a six-hour day
 - *Report 0.67 FTE*
- District employs both Teacher 1 and Teacher 2 above
 - *Report $0.50 + 0.67 = 1.17$ FTE*

Personnel – Report

Count of Special Education Teachers	FTE
For preschool children who are Fully Certified in Special Education	
For preschool children who are Not Fully Certified in Special Education	
For children in grades K-14 who are Fully Certified in Special Education	
For children in grades K-14 who are Not Fully Certified in Special Education	
Total	-

Personnel – Report ⁽²⁾

Count of Related Service Providers for Ages 3-21	FTE
Audiologists	
- Fully Certified	
- Not Fully Certified	
Speech-Language Pathologists	
- Fully Certified	
- Not Fully Certified	

Placement

Used for Private School Proportionate Amount Data and Calculations

<i>Private School Proportionate Amount Data and Calculations</i>	Ages 3 through 21	Ages 3 through 5
<p>1. Report as of the most recent Child Count date, the count of children or youth who reside in or receive services from the district and who:</p> <p>a. For the Basic IDEA program are ages 3 through 21 AND have been determined eligible for special education by an Admissions and Release Committee (ARC)</p> <p>b. For the Preschool IDEA program are ages 3 through 5 AND have been determined eligible for special education by an Admissions and Release Committee (ARC)</p>		
<p>2. Report the count of students included in question 1 who are enrolled in a private, parochial, or home elementary or secondary school:</p> <p>a. for the Basic IDEA program report the count who are in grades K through 12, regardless of whether or not the student is receiving special education or related services.</p> <p>b. for the Preschool IDEA program the count who are in grade K or above, regardless of whether or not the child is receiving special education and related services.</p>		

For the above cells, enter students by age, not grade.

To be entered in these cells, students must be in Kindergarten or above. Do not include Pre-K students.

The background is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with desks, chairs, and a blue wall decorated with colorful balloons and framed pictures. A large white diagonal shape cuts across the image from the top left to the bottom right, serving as a background for the text.

Alternate Assessment

1% Waiver



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Alternate Assessment Justifications

- Required under the Every Student Succeeds Act (ESSA) and 34 CFR 200.6(c)(3).
- States must require districts that assess more than 1.0% of its students in any subject with an alternate assessment aligned with alternate achievement standards (AA-AAAS) to submit information to the Kentucky Department of Education (KDE) justifying the need to exceed the 1.0% threshold.
- In Kentucky, the AA-AAAS is known as the Alternate Kentucky Summative Assessment (AKSA).
- Each school year, districts are required to submit a justification form if the district has over 1.0% of the student population participating in the AA-AAAS in the subject areas of Reading, Math and/or Science.

Alternate Assessment Criterion 1

The district exceeded the 1.0% AA-AAAS participation rate for one or more subject areas in the 2022-2023 school year. Through a desk review process, the OSEEL randomly reviews 10% of school districts assessing greater than 1.0% of their special education population using the AA-AAAS.

Alternate Assessment Criterion 2

The district met state-established criteria for disproportionality in a racial/ethnic group participating in the AA-AAAS. The OSEEL uses a comparison rate methodology to determine if disproportionality in AA-AAAS participation exists in districts. For AA-AAAS, disproportionality by race or ethnicity exists when the following occurs:

Alternate Assessment Criterion 2 ⁽²⁾

- There were at least 30 students assessed, via both AA-AAAS and regular assessment, in the racial or ethnic group being examined;
- There were at least 10 students in the racial or ethnic group being examined who were assessed via AA-AAAS; and
- The rate at which students in the racial or ethnic group are being examined is 2.0 times or greater than the rate in all other races who are identified.

Alternate Assessment Data and Calculations

- Pearson provides data to districts and KDE's Office of Assessment and Accountability (OAA).
- OSEEL requests the data from OAA and receives it in aggregate form (not student-level).
- Calculation:

total number of students who took the alternate assessment

total number of students who took the assessment

Example

District	Subject	Demographic	AA-AAAS	Regular Assessment	Calculation	AA-AAAS Participation %
District 1	Math	All students	20	1356	$20/(20+1356)$	1.45%
District 1	Reading	All students	19	1356	$19/(19+1356)$	1.38%
District 1	Science	All students	13	1189	$13/(13+1189)$	1.08%

Resources for 1% Waiver

[Participation Guidance for Alternate Assessment](#)

English Learners with Disabilities Contact

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Shasta.Hensley@education.ky.gov



Who are Kentucky's English Learners (ELs) with Disabilities?

Kentucky's Fast Facts: English Learners with Disabilities

May 2022: About 4.5% of students with disabilities were also EL.

Statewide data indicates the majority of ELs with disabilities are identified under the Specific Learning Disability (SLD) category.

Other leading categories include Speech or Language Impairment, Developmental Delay, Mild Mental Disability and Autism.

Common Topics: Supporting English Learners with Disabilities (ELSWD)

Admissions and
Release
Committee (ARC)
Membership

Referral

Interpreters

Evaluations

Services

Individual
Education
Program (IEP)
Contents



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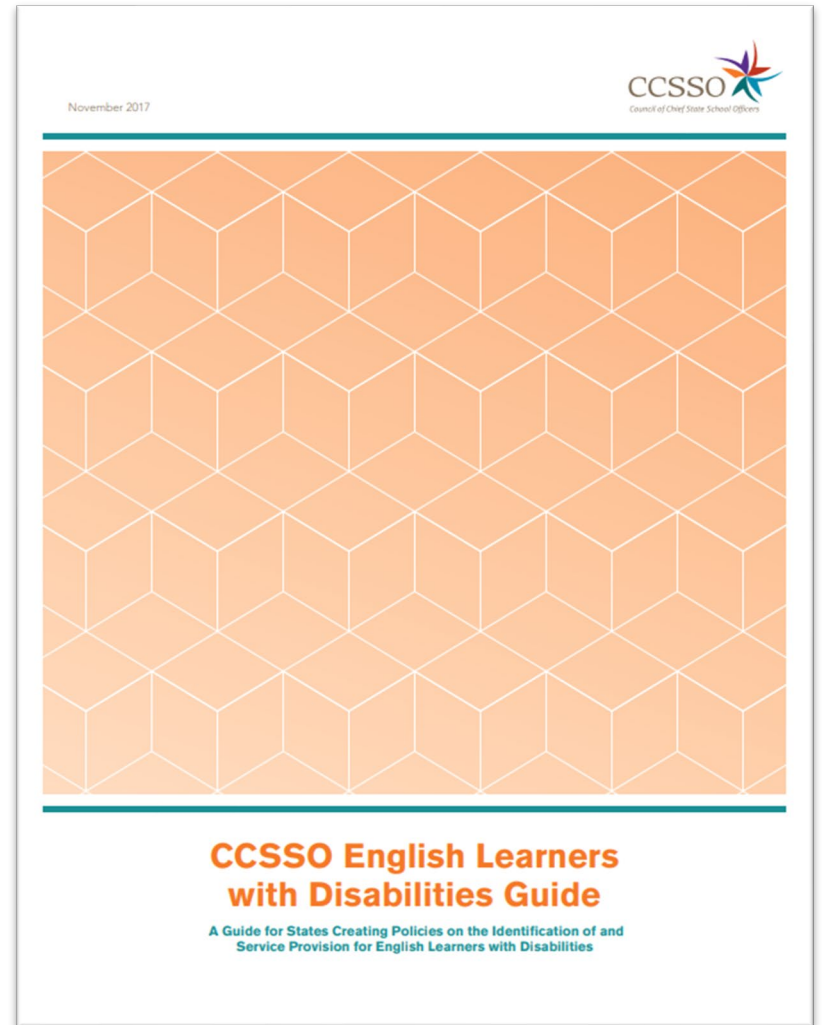
E D U C A T I O N

Multidisciplinary ARC

- [707 KAR 1:320, Section 3](#)
- Section 3 (f): An individual who has knowledge or special expertise regarding the child at the discretion of the parent or the LEA
- For ELSWD: EL teacher, coordinator or specialist

Resource: English Learners with Disabilities Guide

- Council of Chief State School Officers (CCSSO)
- Non-regulatory guidance for state leaders
- Outlines Multidisciplinary Expertise and Members
- Similar recommendations across other state guidance documents



Referrals and Number of Years of English Instruction

- Myth: ELs are required to receive access to a minimum number of years of English instruction before the student can be referred for Special Education.
- There are no federal or state laws that require a minimum number of years of access to English instruction before a student can be referred for Special Education.
 - [707 KAR 1:300, Section 3](#): “An LEA shall have a referral system that explains how referrals from district or non-district sources will be accepted and acted upon in a timely manner... [MEMO: OSEP Memo 11-07 Response to Intervention \(RTI\) \(January 21, 2011\)](#). “States and LEAs [local education agencies] have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of an RTI strategy.”

Resources: Language Difference or Disability?

- [Special Education and ELLs: The Referral Process](#)
- [KDE ELSWD Webpage](#)
- [Kentucky Coalition for English Learners \(KY-CEL\):](#)
 - [Considerations for Struggling English Learners: Differentiating between Disability and Cultural/Language Differences](#)
 - [Should I Refer?](#)

Parent Participation in ARC

- Parents should be provided the opportunity to meaningfully engage in the special education process. ([707 KAR 1:320](#), Section 4)
 - (7) When using an interpreter or other action, as appropriate, an LEA shall take whatever action is necessary to ensure that the parents understand the proceedings at the ARC meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- [Parent Participation in IEP Meetings-Question 6](#) (OSEP)
- [Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#) (OCR)

Resources: Family-School Partnership

- OSEEL Parent and Family Webpages
 - [Parent and Family Resources](#)
 - [Parent and Family Rights](#)
 - [Parent and Family Toolbox](#)
- [Center for Parent Information and Resources \(CPIR\)](#)
 - OSEP Funded
 - English and Spanish
 - Modules and videos
 - Printer-friendly resources
- [Office of English Language Acquisition \(OELA\)](#)
 - Family and Student Rights
 - Tool for Families

Evaluation Language (L): L1 or L2?

- Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs Fact Sheet (DOJ, ED):
 - “To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an **appropriate language based on the student’s needs and language skills.**”

Required Services

- Myth: IEP services take priority over Program Service Plan (PSP) services (PSP are federally required services for EL's).
- Truth: School districts must provide EL students with disabilities with both the language assistance and disability-related services to which they are entitled under federal law.
 - Formal or informal policy of “no dual services,” i.e., a policy of allowing students to receive either EL services or special education services, but not both=impermissible
 - [DOJ/ED Dear Colleague Letter: English Learner Students and Limited English Proficient Parents \(Jan. 7, 2015\)](#)

IEP Contents (707 KAR 1:320, Section 5)

- Strengths
- Parent Concerns
- Evaluation results
- Assessment results
- Needs: academic, developmental and functional
- Strategies, including positive behavioral interventions, strategies and supports to address that behavior (if appropriate)
- **EL students: Consider the language needs of the child as those needs relate to the child's IEP**

Resources: IEP Development

[Annotated IEP
Companion
Checklist for English
Language Learners](#)

[IEPs for English
Language Learners](#)

[Contents of the IEP](#)

Additional English Learners with Disabilities Resources

- [Instructional Resources](#), English Learners with Disabilities section
- [ARC and IEP Resources](#)
- [Guidance Resources](#)
- [Technical Assistance Network](#)
 - Special Education Regional Technical Assistance Centers (SERTACs)
 - Regional Training Centers (RTCs)

LEA Annual Determinations

Determination Categories

- Meets Requirements;
- Needs Assistance;
- Needs Intervention; or
- Needs Substantial Intervention.

Annual Determinations

- States are required to make determinations annually on the special education performance of local educational agencies (LEAs) within the state in relation to established targets found in the [State Performance Plan \(SPP\)](#).
- Pursuant to Sections 616 (a) and 642 of the Individuals with Disabilities Education Act (IDEA), States must use the same four determination categories that the Office of Special Education Programs is required to use with states.

Determination Measures

- Indicator 1 - Graduation
- Indicator 2 - Dropout
- Indicator 4B – Suspensions/Expulsions
- Indicator 9 – Disproportionate Representation
- Indicator 10 - Disproportionate Representation in Specific Disability Categories
- Indicator 11 – Child Find
- Indicator 12 – Early Childhood Transition
- Indicator 13 – Secondary Transition

Determination Measures ⁽²⁾

- Participation in statewide assessment for reading grades 4 and 8;
- Participation in statewide assessment for math grades 4 and 8;
- Performance on 8th-grade math statewide assessment;
- On-site monitoring visit;
- Persistent failure or not able to comply.

Additional Information

- [Annual Determinations on the Special Education Performance of Districts](#)
- Determinations are issued each year by June 30.
- Determinations issued in June of 2024 will be based on data from the 2022-2023 school year.

The background is a composite image. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

Review of Resources

Data and Reporting

- [Special Education Resources for Using Infinite Campus \(IC\)](#)
- [Special Education Reporting Manual](#)
- [Special Education Document Data Standards](#) (scroll down)
- [All Data Standards](#)
- [Special Education Data Dashboards](#)

Infinite Campus Reports

Reports

- KY State Reporting > KDE Reports > QA SPED
- KY State Reporting > IDEA Dec 1 Count Extract
- KY State Reporting > KDE Reports > IDEA Dec 1 Federal Submission Validation Report
- KY State Reporting > Safe Schools
- KY State Reporting > KDE Reports > SPED Exit Detail Report
- KY State Reporting > KDE Reports > SpEd_Evaluation_Detail Report

New Look

- Cancel Button – brings up list of editors
- Referral – shows old eligibility categories
- Special Education Services and Related Services editors
 - Save & New – saves service and opens a new screen to add a new service
 - Save & Next – saves service and moves to the next editor
 - Save – saves service and brings up a list of services created

Related Services

Related Services

Service *
Counseling Services ▼

Service Position *
School Counselor ▼

Location *
classroom

Duration and Frequency

Start Date *
02/29/2024 📅

End Date *
02/27/2025 📅

Minutes per Service Frequency *
20 ▲▼

Service Frequency *
1 ▲▼

Service Period *
Day ▼

Save & New
Save & Next
Save
Save & Stay ▼ Cancel

Print ▼ Ed

Additional Resources

- [Assistive Technology](#)
- [Guidance and Resources](#)
- [Monitoring](#)

Personally Identifiable Information (PII)

- The term “PII” refers to a student’s name or identification number, as well as other information that can be used to distinguish or trace an individual’s identity either directly or indirectly through linkages with other information. 34 C.F.R. § 99.3, “Personally identifiable information.”
- No PII should be sent through any electronic means except the DoSE Secure Upload.

What is PII?

- Student name
- SSID + date of birth
- SSID + disability category
- Numbers of students in a particular disability category if number is less than 10

Announcements

- IDEA Annual application in the Grant Management Application and Planning ([GMAP](#)) due by June. Refer questions to [Gary Martin](#).
- MOE for Compliance should be available now. Refer any questions to [Chris Thacker](#) or [Jonathan Compton](#).
- Indicator 8 – due June 30 but don't wait!
 - [District Guide to Indicator 8: Annual Parent Engagement Survey PowerPoint](#)
 - [District Guide to Indicator 8: Annual Parent Engagement Survey Video](#)
- News You Can Use
 - Share with your staff.
 - Ensure emails from KDE are not being blocked or going to “Junk.”
- [Director of Special Education OneStop](#)

Questions?

- [Special Education Resources for Using Infinite Campus](#)
- [Special Education Reporting Manual](#)
- [Book time with Amy](#)
- amy.patterson@education.ky.gov