

# End of Year Training Manual

2015-2016

## Infinite Campus Special Education

April 18 – May 4, 2016



Kentucky Department of Education  
Office of Next Generation Learners  
Division of Learning Services  
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## Questions

- Infinite Campus documentation and standards can be found on KDE's website at <http://education.ky.gov/specialed/excep/distres/Pages/Special-Education-Training.aspx>.

## Checklist for Submission of End of Year Reports

### Due Date to KDE June 15, 2016

All *End of Year Special Education Reports* should be submitted via the Secure File Transfer Web Application. **NOTE: Do not send reports via email**

- ###Indicator11&13 Spreadsheet

### Due Date to KDE August 1, 2016

All *End of Year Special Education Reports* should be submitted via the Secure File Transfer Web Application. **NOTE: Do not send reports via email**

- ###SPEDExit16 *Special Education Exit Report*
- ###\_SPED\_EOY\_Behavior\_Expulsions.xls
- ###\_SPED\_EOY\_Behavior\_Removals.xls
- ###IAES\_2016 *End of Year IAES Reporting (excel spreadsheet provided)*

## Special Education Exiting Report

To be included on the special education exiting report, a student must:

- 1) Be 14 years of age as of December 1 of the reporting year;
- 2) Have a special education status of active or active/referred on either the first school day of the reporting year OR the last school day of the previous year and anticipated to return (no show);
- 3) Have a special education status other than Active/Active Referred on the last school day of the reporting year.

*A 'no show' is a student who was enrolled on the last school day of the previous year and was anticipated to return for the current school year but was not enrolled on the first day. A no show student should appear on the exiting report if the student fails to return for the reporting year.*

### Data Entry

PATH: Student Information > General > Enrollments *Tab* > Special Education *Section*

- ❖ Special Ed Status on first day of instruction must be A: Active or AR: Active Referred and at time of exiting changed to I: Inactive
- ❖ Special Ed Exit Status – select the reason the student is no longer receiving Special Education and Related Services
  - 01: Transfer to Regular Ed
  - 02: Graduated with a Diploma
  - 03: Alternative High School Diploma
  - 04: Maximum Age
  - 05: Deceased
  - 06: Moved, Known to Continue
  - 07: Dropped Out
- ❖ Special Ed Exit Date – Enter the date student withdrew from district or was released from special education. **If the student exits by withdrawing from the district, this date should match the end status date on the Enrollment section.**

**Special Ed Fields**

Special Ed Status: I: Inactive

Full Funding:

Primary Disability: 07: Emotional Behavior Disability

Secondary Disability: .

Setting: 6C:(age 6-21) <40% of the day general ed programs

Date Eligible but Refused:

Special Ed Exit Status: 01: Transferred to Regular Education

Special Ed Exit Date: 1/15/2012

### No Show Students

Students who were enrolled in the district on the last day of school of previous year but do not enroll on the first day of school of the current year are considered *No Show* students. The DPP in the district will be responsible for location of these students.

General Enrollment Information:

- Start Date = First day of school
- Start Status = NS: No Show (when record saved No Show checkbox is activated)
- End Date = First Day of School
- End Status = *W24: Moved, Whereabouts Unknown* OR *W25: Dropout-above minimum age for withdrawal*

**General Enrollment Information**

Calendar: 11-12 Knox County Learning Aca

Schedule (read only): MAIN

\*Grade: 12

Class Rank Exclude:

\*Start Date: 08/03/2011

No Show:

End Date: 8/3/2011

End Action:

\*Service Type: P: Primary

\*Start Status: NS: No Show

End Status: W24: Moved, whereabouts unknown

Special Ed Fields:

- Special Ed Status = I: Inactive
- Special Ed Exit Status = 07: Dropped Out
- Special Ed Exit Date = First day of school

<b>Special Ed Fields</b>		
Special Ed Status I: Inactive	Full Funding <input type="checkbox"/>	
Primary Disability 07: Emotional Behavior Disability		
Secondary Disability :		
Setting 6C:(age 6-21) <40% of the day general ed programs		
Date Eligible but Refused <input type="text"/>	Special Ed Exit Status 07: Dropped Out	Special Ed Exit Date 8/3/2011

**NOTE:** The student's IEP should remain active and locked in the event the student returns to school or another district.

**\*\*\*If student returns, the Special Ed Status will need to be changed to Active and the Special Ed Exit Status and Date removed.**

### Graduates

A student who graduates will have a withdrawal in regular education as of the last day of school and a corresponding end status of the appropriate Graduate Code.

General Enrollment Information:

- End Date = last day of school
- End Status = Appropriate Graduation Code

<b>General Enrollment Information</b>				
Calendar 11-12 Knox County Learning Aca	Schedule (read only) MAIN	*Grade 12	Class Rank Exclude <input type="checkbox"/>	
*Start Date 08/03/2011	No Show <input type="checkbox"/>	End Date 5/25/2012	End Action <input type="text"/>	*Service Type P: Primary
*Start Status E01: First enrollment of the year			End Status G02: Graduated in four (4) years	

Special Ed Fields:

- Special Ed Status = I: Inactive
- Special Ed Exit Status = 02: Graduated with a Diploma OR 03: Alternative High School Diploma
- Special Ed Exit Date = last day of school

**Special Ed Fields**

Special Ed Status  
 I: Inactive

Primary Disability  
 10: Specific Learning Disability

Setting  
 6A: (age 6-21) >80% of day in general ed programs

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Date Eligible but Refused

Special Ed Exit Status  
 03: Alternative High School Diploma

Special Ed Exit Date  
 06/04/2015

PartC ID

**NOTE:** Student's IEP should be end dated as the last day of school and Special Ed Status changed to Inactive.

**Report Extract**

PATH: KY State Reporting > Special Ed Exit Report

- ❖ Extract should include ALL Schools

- 11-12**
- 11-12 CENTRAL ELEMENTARY SCH
  - 11-12 DEWITT ELEMENTARY SCHO
  - 11-12 Flat Lick Elementary Sch
  - 11-12 G R Hampton Elementary S
  - 11-12 GIRDLER ELEMENTARY SCHO
  - 11-12 Jesse D Lay Elementary S
  - 11-12 KNOX APPALACHIAN SCHO
  - 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

To include all schools select first school in list, hold shift key and select last school in the list.

- ❖ Extract options
  - Effective Date = 6/30/2015
  - Format = State Format {CSV}

- ❖ Generate Extract

**Warning Report** {errors must be corrected for students to appear on the Extract}

- ❖ **WA01:** the following record(s) contain an 'Exit Status' but not an 'Exit Date' **OR** contains an 'Exit Date' but not an 'Exit Status'.

districtNumber	SchoolNumber	SSID	LastName	FirstName	Grade	SpedExitStatus	spedExitDate
301	150	0000001383	PENNINGTON	DEVAN	12		2011-04-30 00:00:00.0

❖ **Resolution:**

- *Select appropriate Exit Status **and/or***
- *Enter Exit Date*

❖ **WA02:** the following record(s) contain a Special Education ‘Status’ of Active or Active/Referred **AND** an appropriate ‘End Status’, but do not contain a corresponding Special Education ‘Exit Status’ or ‘Exit Date’.

districtNumber	SchoolNumber	SSID	LastName	FirstName	Grade	SpedExitStatus	spedExitDate
301	022	0000026420	SOWDERS	JAMES	10		

**Resolution:**

- *Special Education status should be I: Inactive;*
- *Select appropriate Exit Status; **and***
- *Enter Exit Date*

Once all errors are resolved, **Click Here** to generate final extract

There are errors and/or warnings in the extract (See below). [Click Here](#) to generate the final extract.

Upon review and verification of the data, submit the CSV extract as generated from Infinite Campus via the Secure File Transfer (DoSE upload).

## **Entering the status of a child who receives an Alternative High School Diploma in Infinite Campus**

For students who receive the *Alternative High School Diploma*, it is necessary that on the Enrollments tab the students Start Status, End Status, End date, Special Ed Exit Status, and Special Ed Exit Date are filled out accurately so that these students are reported correctly on the Special Ed Exit Report.

[Path: Student Information > General > Enrollments](#)

On the **Enrollment s Tab**

1. **Start Status** should be either an E01; First enrolment of the year OR a NS: No Show if the student does not return to school on the first day of school the following year after they have received their Alternative High School Diploma.
2. **End Status** selected should be one of the following “G” codes for reporting a student who receives a diploma:
  - **G01** for a student who receives a high school diploma in less than 4 years of high school;
  - **G02** for a student who receives a diploma in the standard 4 years of high school;
  - **G03** for a student who receives a diploma in 5 years or less but more than 4 years of high school; and
  - **G04** for a student who receives a diploma in longer than 5 years of high school.
3. **End Date** is the date the student is awarded the diploma. This is typically the end of the school year but MAY be at any time.
4. **Special Ed Exit Status**, in the Special Ed Fields should be 03: **Alternative High School Diploma**.
5. **Special Ed Exit Date**, In the Special Ed Fields section of the student’s enrollment the data to enter is dependent on the circumstances of the individual child. The following scenarios have been provided along with corresponding screen shots to help LEAs accurately enter Enrollment data for students who receive an Alternative High School Diploma

**Scenario 1) Student receiving an *Alternative High School Diploma* during the middle of the school year:**

Path: [Student Information](#) > [General](#) > [Enrollments](#)

If the student is ending their enrollment immediately, in the General Enrollment Information of the **Enrollment Tab** enter the:

- **End Status** enter the appropriate G code as noted above



- **End Date** enter the last date of enrollment

If the student is ending their enrollment immediately in the Special Ed Fields area of the **Enrollment Tab** select

- **Special Ed Exit Status** select '**Alternative High School Diploma**'
- **Exit Date** enter the same date entered in the **End Date** field in the general enrollment.

This student will be reported on the Special Education End of Year Exiting Report for this school year.

The screenshot shows a web-based enrollment form with the following sections and fields:

- General Enrollment Information:**
  - Calendar: Polk High School 2015 A
  - Schedule (read only): 1
  - \*Grade: 12
  - Class Rank Exclude:
  - \*Start Date: 08/13/2014
  - No Show:
  - End Date: [calendar icon]
  - End Action: P: Promote
  - \*Service Type: P: Primary
  - \*Start Status: E01: First enrollment of the year
  - End Status: G01: Graduated in less than four (4) years
  - Dropout Reasons: [dropdown]
  - Start Comments: [text area]
  - End Comments: [text area]
- Future Enrollment**
- State Reporting Fields**
- Special Ed Fields:**
  - Special Ed Status: I: Inactive
  - Primary Disability: 10: Specific Learning Disability
  - Setting: 6A: (age 6-21) >80% of day in general ed programs
- Bottom Section:**
  - Date Eligible but Refused: [calendar icon]
  - Special Ed Exit Status: 03: Alternative High School Diploma
  - Special Ed Exit Date: 06/04/2015
  - PartC ID: [text field]

**Scenario 2) Student receiving an *Alternative High School Diploma* at the close or end of the school year:**

Path: [Student Information > General > Enrollments](#)

If the student is receiving an Alternative High School Diploma at the end or close of the school year and is expected to return the following year as a grade 14.

In the General Enrollment Information of the **Enrollment Tab** for their Grade 12 year enter the:

- **End Status** enter the appropriate G code as noted above
- **End Date** enter the last date of enrollment

If the student is expected to return the following year as a Grade 14 in the Special Ed Fields area of the **Enrollment Tab** select

- **Special Ed Exit Status** select '**Alternative High School Diploma**'
- **Exit Date** DO NOT enter an **Exit Date**.

<b>General Enrollment Information</b>			
Calendar Fillmore School 2015 A	Schedule (read only) 1	*Grade 12	Class Rank Exclude <input type="checkbox"/>
*Start Date 08/13/2014	No Show <input type="checkbox"/>	End Date [Calendar Icon]	*Service Type P: Primary
*Start Status E01: First enrollment of the year		End Action P: Promote	End Status G02: Graduated in four (4) years
Start Comments [Text Area]		Dropout Reasons [Dropdown]	End Comments [Text Area]
<b>Future Enrollment</b>			
<b>State Reporting Fields</b>			
<b>Special Ed Fields</b>			
Special Ed Status A: Active	Full Funding <input type="checkbox"/>		
Primary Disability 02: Functional Mental Disability			
Setting 6A: (age 6-21) >80% of day in general ed programs			
Date Eligible but Refused [Calendar Icon]	Special Ed Exit Status 03: Alternative High School Diploma		Special Ed Exit Date [Calendar Icon]
PartC ID [Text Area]			

**Scenario 2A) Student received an *Alternative High School Diploma* and is returning the following year as a **Grade 14**:**

Create a ***New Enrollment*** for the subsequent School Year placing the student in ***Grade 14***. If the student returns in a subsequent year and exits the program prior to the end of the school year,

Path: [Student Information > General > Enrollments](#)

If the student is receiving an Alternative High School Diploma at the end or close of the school year and is expected to return the following year as a grade 14.

In the General Enrollment Information of the ***Enrollment Tab*** for their Grade 12 year enter the:

- ***End Status*** enter the End Status as C01: Close of Year
- ***End Date*** enter last day the child was enrolled for that school year

If the student is expected to return the following year as a Grade 14 in the Special Ed Fields area of the ***Enrollment Tab*** select

- ***Special Ed Exit Status*** should reflect a Basis of Exiting of 'Alternative High School Diploma' unless the child turned 21 years of age and then the Basis of Exiting should be Reached Maximum Age even though the student has previously received an Alternative High School Diploma.
- ***Exit Date*** enter last day the child was enrolled for that school year.

This student will be included on the Special Education End of Year Exiting Report for the school year.

<b>General Enrollment Information</b>			
Calendar Fillmore School 2015 A	Schedule (read only) 1	*Grade 14	Class Rank Exclude <input type="checkbox"/>
*Start Date 08/13/2014	No Show <input type="checkbox"/>	End Date 02/20/2015	End Action [Dropdown]
*Start Status E01: First enrollment of the year		*Service Type P: Primary	End Status CO1: Close of Year
Start Comments [Text Area]		Dropout Reasons [Dropdown]	End Comments [Text Area]
<b>Future Enrollment</b>			
<b>State Reporting Fields</b>			
<b>Special Ed Fields</b>			
Special Ed Status A: Active	Full Funding <input type="checkbox"/>		
Primary Disability 02: Functional Mental Disability			
Setting 6A: (age 6-21) >80% of day in general ed programs			
Date Eligible but Refused [Date Picker]	Special Ed Exit Status 03: Alternative High School Diploma	Special Ed Exit Date 02/20/2015	
PartC ID [Text Field]			

Note: Continue to create new enrollments for the child if the child returns to school the next year, continue to create a **New Enrollment** each subsequent year until the school year after the student turns 21 OR until the child fails to re-enroll.

**Scenario 2B) Student received an *Alternative High School Diploma*, was expected to return the following year as a Grade 14, but failed to attend the first day of school:**

Path: Student Information > General > Enrollments

Create a **New Enrollment** for the subsequent School Year placing the student in **Grade 14** if the student intended to return in the subsequent year after receiving their Alternative High School Diploma. If the student fails to re-enroll in the subsequent school year, there should be a **No Show Enrollment**

In the General Enrollment Information of the **Enrollment Tab** for their Grade 14 year enter the:

- **Start Status** enter as NS: No Show
- **End Status** enter the End Status as C01: Close of Year

(Note this is a student who has already been reported with a G01/G02/G03/G04 End Status the year the Alternative High School Diploma was awarded.)

- **End Date** enter last day the child was enrolled for that school year

Note: the first day of school should be listed as both the **Start Date and End Date**

If the student is a **No Show Enrollment** as a Grade 14 then in the Special Ed Fields area of the **Enrollment Tab** select

- **Special Ed Exit Status** should reflect a Basis of Exiting of 'Alternative High School Diploma'.
- **Exit Date** enter the same as the End Date reported on the No Show Enrollment.

<b>General Enrollment Information</b>			
Calendar Fillmore School 2015 A	Schedule (read only) 1	*Grade 14	Class Rank Exclude <input type="checkbox"/>
*Start Date 08/10/2015	No Show <input type="checkbox"/>	End Date 08/10/2015	End Action [Dropdown]
*Start Status NS: No Show		End Status CO1: Close of Year	*Service Type P: Primary
Start Comments [Text Area]		Dropout Reasons [Dropdown]	End Comments [Text Area]
<b>Future Enrollment</b>			
<b>State Reporting Fields</b>			
<b>Special Ed Fields</b>			
Special Ed Status A: Active	Full Funding <input type="checkbox"/>		
Primary Disability 02: Functional Mental Disability			
Setting 6A: (age 6-21) >80% of day in general ed programs			
Date Eligible but Refused [Date Picker]	Special Ed Exit Status 03: Alternative High School Diploma	Special Ed Exit Date 08/10/2015	
PartC ID [Text Field]			

**Note: There is glitch with the Special Ed Exit report where grade 14 students who are No Shows on the first day of school are not showing up on the exit report.**

Below is a screen shot that shows how to create an Ad Hoc report that will find these students.

**\*Query Name:** Grade 14 exiters

**Short Description:** This Ad Hoc finds Grade 14 Special Education Students that were No Shows on the first day of school.

**Long Description:** The purpose of this report is to find Grade 14 students who are not showing

**Filter the data**

ID	*Field	Operator	Value
X 1	dist.number		
X 2	sch.number		
X 3	student.stateID		
X 4	student.lastName		
X 5	student.firstName		
X 6	student.birthdate		
X 7	activeEnrollment.disability1		
X 8	student.gender		
X 9	student.raceEthnicity		
X 10	lep.programStatus		
X 11	activeEnrollment.spedExitReason		
X 12	student.age		
X 13	activeEnrollment.grade	=	14
X 14	activeEnrollment.specialEdStatus	=	A
X 15	activeEnrollment.endStatus		
X 16	histEnrollment.endDate	>	08/10/2015
X 17	histEnrollment.endStatus		
X 18	histEnrollment.startStatus	=	NS

## Discipline for Special Education

To be included in the special education behavior reports, a student must have a behavior event with a **state resolution** that includes one of the following codes:

- SSP1 – Expulsion, with services
- SSP2 – Expulsion, without services
- SSP3 – Out of School Suspension
- INSR – In School Removal

### Data Entry

The Data entry instructions are located in the Behavior Data Standards

<http://education.ky.gov/districts/tech/sis/Documents/DataStandard-Behavior.pdf>

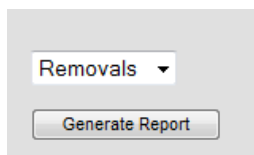
If you have questions about Data Entry for Discipline please contact Windy Newton 502-564-5130 ext: 4063 or by email [windy.newton@education.ky.gov](mailto:windy.newton@education.ky.gov).

### KDE Custom Discipline Reports

PATH: KY State Reporting > KDE Reports > SPED EOY Behavior Data

**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)

- Choose Removal from the drop list
- Generate Report



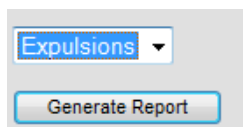
The image shows a screenshot of a web interface. At the top, there is a dropdown menu with the text 'Removals' and a downward-pointing arrow. Below the dropdown menu is a rectangular button with the text 'Generate Report'.

Data cleanup:

- ✓ Report should not have any cells with no data in column O  
*resolutionendtimestamp*
- ✓ Report should not have any cells with a value of zero in column M  
*resolutionlengthschooldays*

**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)

- Choose Expulsion from the drop list
- Generate Report



Data cleanup:

- ✓ Report should not have any cells with no data in column O  
*resolutionendtimestamp*
- ✓ Report should not have any cells with a value of zero in column M  
*resolutionlengthschooldays*

NOTE: Students will be considered special education if reported on the *IDEA December 1 Child Count* submitted by the district. If students are not reported on the child count, KDE will not consider the student a child with a disability for purposes of the discipline report. **Users should not add or remove students from the discipline reports as produced by Infinite Campus based on local determination of disability status.**

### **IAES – Unilateral Removals**

This data cannot be gathered from Infinite Campus; therefore, an excel spreadsheet will be sent to district Director of Special Education after trainings are complete.

***Interim Alternative Educational Setting (IAES):*** An appropriate setting determined by the child’s ARC (IEP team) in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment



and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

## **2015-2016 EOY IAES Reporting**

<http://education.ky.gov/specialed/excep/Documents/EOY%20IAES%20Reporting.xls>

### **Menu Tab**

- Enter District Name and District Number

<i>Enter the District Name and Number Here:</i>	
<input type="text" value="?"/> District Name	<input type="text" value="?"/> District Number

### **Discipline – Section 1 Removals by School Personnel**

- **Unilateral Removal:** Instances in which school personnel (not the ARC/IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The ARC (IEP team) is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student's placement.
- This list should include special education students who were removed from school by school personnel for **drugs, weapons, or serious bodily injury** and who were sent to an Interim Alternative Educational Setting (IAES) for 45 days or less. This includes special education students who were sent to an IAES for 10 days or less. Special education students who were removed from school by school personnel for drugs, weapons, or serious bodily injury for 10 days or less and were NOT sent to an IAES should be reported as having been suspended either in Section 3 (Out-of School) or Section 4 (In-School) depending on the type of that removal. Do NOT include these children in this section unless after this removal the student was also subject to an unilateral IAES removal.
- Report a student separately for each time the student was unilaterally removed to an IAES for Drugs, Weapons, or Injury in the columns under the heading of 'Removals to an IAES Only'. If the incident that resulted in the removal to an IAES, involved Drugs, Weapons, and or Injury, select the reason that was most egregious for this incident.

- If a special education student was unilaterally removed to an IAES more than once for the same reason, then that student should be entered separately for each removal.

#### **Discipline Data – Section 2 Removals by Hearing Officer**

- This list should include special education students who were removed from school to an IAES by a Hearing Officer in which the Reason for Removal is *'Likely Injury to Self or Others'*.
- Students sent to an IAES more than once by a Hearing Officer determination of *'Likely Injury to Self or Others'* should be reported **separately** in this section for each removal.
- To report a special education student on this list, provide the required demographic information and report the total number of days the student has been removed. This section is only for students who were removed to an IAES by a Hearing Officer determination of *'Likely Injury to Self or Others'*

Save file as ###IAES\_2016.xls (### = district number)

Upon completion of this spreadsheet document on the *Menu Screen* the dates each of the 4 End of Year SPED Reports (including this report) were submitted via the Secure File Transfer (DoSE upload).

## Indicator 11 & 13 Spreadsheet

The Compliance Indicator Data Report (also known as the Indicator 11 & 13 spreadsheet) must be submitted to KDE via the Secure File Upload and to your Regional Cooperative Director no later than 11:59 pm on June 15, 2016.

To create the Indicator 11 report in Infinite Campus,

- 1) Go to KY State Reporting;
- 2) Next, click on KDE Reports;
- 3) Click Sp Ed\_Evaluation\_Detail;
- 4) Then click Generate Report. Note: If you do not see the report, ask your district IC coordinator for access to run the report.

**Note: make sure that all schools are selected.**

Once report is completed, select every third student to input on the spreadsheet. If this does not equal at least 10 students, then input more students from the

The screenshot displays the Infinite Campus web interface. At the top, there is a green header with the Infinite Campus logo and navigation links for 'District Edition' and 'Test Site'. Below the header, there are three dropdown menus: 'Year' set to '14-15', 'School' set to 'All Schools', and 'Calendar' set to 'All Calendars'. A navigation bar includes 'Index', 'Search', 'Help', and a back arrow. The main content area is titled 'SpEd Evaluation Detail'. On the left, a sidebar menu lists various reports under 'KY State Reporting', with 'SpEd\_Evaluation\_Detail' selected. The main content area contains a warning message: 'After you click the Generate Report button, please wait until the job is complete before creating another report. Running multiple reports at the same time could cause system latency issues for your district.' Below this, it states: 'The report may take several minutes to render. Please do not click Generate Report More than once.' and 'This report pulls special education evaluation information initial evaluations that have occurred during the selected calendar year.' A 'Generate Report' button is located at the bottom of the main content area.

report. Note: DLS will be verifying district information through "spot checks" on Infinite Campus. If information regarding 60 day timeline is not correct on the report, the district must correct the error on IC and rerun the report prior to submitting to DLS.

# **Special Education Waiver Process For SY 2015-2016**

## **Based on Kentucky Administrative Regulations**

Effective April 18, 2016

The Kentucky Department of Education, Division of Learning Services promulgated Kentucky Administrative Regulations (KARs) for special education programs that became effective August 1, 2001. The new KARs change the program teacher assignment, shortened school day/week, caseload, class size, and grade range requirements contained in the previous regulations for special education programs. Below is a brief summary of the impact of these changes under the new KARs. Also included are tables establishing requirements for both the caseload and class size based on special education teacher as submitted to the Education and Professional Standards Board (EPSB). The tables include information on waivers this office will approve. Grade Range waivers are approved on a case-by-case basis.

**Program Teacher Assignment:** 16 KAR 4:020, Qualifications for Assignments. The previous regulation limited special education teachers to providing specially designed instruction to no more than three different disability categories. With the repeal of this regulation, there is no longer a specified limit on the numbers of different disability categories a teacher may serve. However, teachers remain limited based on their teaching certification and class assignment. Waivers must be requested when there are special education assignments for a teacher who is not certified in the area of their assignment. While these waiver requests will be submitted to the KDE/DLS, approval of the assignment will come from the EPSB.

**Shortened School Day:** The process for approving a shortened school day and/or week has changed very little. Students with disabilities are

expected to attend school for the entire school day. However, when circumstances warrant, the Admissions and Release Committee (ARC) may determine it is in the student's best interest to shorten his or her school day and/or week. Districts must meet the same requirements for granting a shortened school as in previous years, including having a medical statement signed by a physician; documented determination by the student's ARC that a shortened school day is needed; an IEP that prescribes the length of the shortened day; and approval by the district's Board of Education that maintains the student's confidentiality. When the school day is shortened and all these pieces are in place, the district must submit notice to the KDE/DLS on forms provided. Information shall include the student's name, disability, school, school district, teacher, length of day, building principal, and confirmation that there is a signed medical statement, an ARC determination of need, that a shortened day is described in the student's IEP, and that the local Board of Education has approved a shortened day for the specified student. Note: this is **not a request** for approval from KDE/DLS, but rather **it is notice** to this office that the district has shortened the school day of a child with a disability pursuant to criteria described above.

**Grade Range (per period and overall):** KARs no longer specifies **age ranges** either per period or for overall caseload. As a result, age range issues are now viewed as **Grade Range** issues and are based on teacher certification, location of the class, and the level of the non-disabled students on the campus. Students assigned to a teacher roster for either management of their folders or for instruction must be appropriate for the teacher's certification and assignment. Students must also meet the same grade and age level requirements as general education students at the school where the teacher teaches and the student is enrolled. This means special education students must be located on the same campus as their same age/grade peers. When special education students are not housed on an age or grade

appropriate campus, then the district must submit a request for a **Grade Range Waiver**. In cases where a middle school special education unit is housed at an elementary school campus, then there must be a grade range waiver request to address the teacher's assignment.

For example, a teacher assigned to an elementary school should only have elementary school age students in grade appropriate classes, middle school teachers should only have middle school age students and high school teachers should only have high school age students. Teachers on mixed campuses such as K-8 or 7-12, should be assigned students appropriate for these grades meeting the same grade and age level requirements as the general education teachers at these schools.

**Case Load (overall numbers):**

**Special Class** – Case load assignments for special class are the same as the Class size per period described below for the special class. If the case load exceeds the maximum number of students for 30 days, then the district must submit a request for a **Case Load Waiver**.

**Resource Class** - Case load is the number of student records for whom a teacher can be assigned. This does not mean that this teacher will not provide specially designed instruction to other special education students. However, the Resource Teacher is only responsible for maintaining the student folder and due process documentation on these students. The total number of students the Resource Class teacher provides services to is limited by the per period Class size. If the caseload exceeds the maximum number of students for 30 days, then the district must submit a request for a **Case Load Waiver**.

**Collaboration** – If a teacher provides services through the collaborative model, the maximum caseload shall not exceed twenty (20) children with disabilities for secondary, and fifteen (15) children with disabilities for primary.

**Class size (per period):**

**Special Class** – Class sizes for the special class are **the same** as the Case Load of a special class and are based on the disability category of the majority of students served by a teacher. Class size for an SLD class is also impacted based on whether it is a Primary (K-8) or Secondary (7-12) campus. While regulations do not allow for a waiver to the Class size per period, Case Load Waivers granted to a special class will increase the class size per period as well.

**Resource Class** – Class sizes for the Resource Class are **different** than the Case Load but like the Special Class are also based on the disability category of the majority of students served by a teacher.

**Collaboration** – Class size for Collaboration Classes means the number of children with disabilities assigned to a teacher of exceptional children per period, block, or the specified length of the time set by the individual school district.



# End of Year Training Manual

## SY 2015-2016

### Case Load Requirements

<b>Teacher Assignment, Code and Class Plan</b>	<b>Maximum Case Load</b>	<b>Waiver without Teacher Assistant</b>	<b>Waiver With Full Time Teacher Assistant</b>
<b><u>Visual Disability</u></b>			
6010 Special Class	10	11	12
6012 Resource Plan	10	11	12
6012 (Itinerant)	10	11	12
<b><u>Hearing Impaired</u></b>			
6020 Special Class	6	7	8
6022 Resource Plan	8	9	10
6022 (Itinerant)	8	9	10
<b><u>Mental Disability</u></b>			
<b><u>Mild Level:</u></b>			
6030 Special Class			
Primary – 8	15	16	17
Secondary 7-12	15	16	17
6032 Resource Plan			
Primary – 8	15	16	17
Secondary 7-12	20	21	22
<b><u>Mental Disability</u></b>			
<b><u>Functional Level</u></b>			
6120 Special Class	10	11	12
6122 Resource Plan	10	11	12
<b><u>Emotional-Behavioral Disability</u></b>			
6040 Special Class	8	9	10
6042 Resource Plan	15	16	17
<b><u>Learning Disability</u></b>			
6060 Special Class			
Primary – 8	10	11	12
Secondary 7-12	15	16	17
6062 Resource Plan			
Primary – 8	15	16	17
Secondary 7-12	20	21	22

<b><u>Collaboration Model</u></b> 6263 Collaboration Model Primary – 8 Secondary 7-12	15 20	No Waivers No Waivers	No Waivers No Waivers
<b><u>Physical Disability and Other Health Impaired</u></b> 6070 Special Class 6072 Resource Plan	16 20	17 21	18 22
<b><u>Speech/Language</u></b> 6102 Resource Plan 6103 One SLPA 6104 Two SLPA	65 97 130	No Waivers No Waivers No Waivers	No Waivers No Waivers No Waivers
<b><u>Multiple Disability (FMD)</u></b> 6133 Special Class 6134 Resource Plan <b><u>(MMD)</u></b> 6135 Special Class 6136 Resource Plan	10 10 10 10	11 11 11 11	12 12 12 12

*For **Middle School Programs**, Teachers with **ONLY** 7th and 8th Grade Students on the Roster Use the **Secondary Case Load**. However, Whenever There is a 6th (or Lower) Grade Student on the Roster, the **Primary Case Load** is Used.*

# SY 2015-2016

## Class Size per Period Requirements

<b>Teacher Assignment, Code and Class Plan</b>	<b>Maximum Class Size</b>	<b>Waiver without Teacher Assistant</b>	<b>Waiver with a Teacher Assistant During Excess Class Size</b>
<b><u>Visual Disability</u></b> 6010 Special Class 6012 Resource Plan 6012 (Itinerant)	N/A 8 8	N/A 9 9	N/A 10 10
<b><u>Hearing Impaired</u></b> 6020 Special Class 6022 Resource Plan 6022 (Itinerant)	N/A 8 8	N/A 9 9	N/A 10 10
<b><u>Mental Disability</u></b> <b><u>Mild Level:</u></b> 6030 Special Class Primary – 8 Secondary 7-12 6032 Resource Plan Primary – 8 Secondary 7-12	N/A N/A N/A 10 10	N/A N/A N/A 11 11	N/A N/A N/A 12 12
<b><u>Mental Disability</u></b> <b><u>Functional Level</u></b> 6120 Special Class 6122 Resource Plan	N/A 8	N/A 9	N/A 10
<b><u>Emotional-Behavioral Disability</u></b> 6040 Special Class 6042 Resource Plan	N/A 8	N/A 9	N/A 10
<b><u>Learning Disability</u></b> 6060 Special Class Primary – 8 Secondary 7-12 6062 Resource Plan Primary – 8 Secondary 7-12	N/A N/A N/A 10 10	N/A N/A N/A 11 11	N/A N/A N/A 12 12
<b><u>Collaboration Model</u></b> 6263 Collaboration Model			

Primary – 8 Secondary 7-12	N/A N/A	N/A N/A	N/A N/A
<b><u>Physical Disability and Other Health Impaired</u></b> 6070 Special Class 6072 Resource Plan	N/A 10	N/A 11	N/A 12
<b><u>Speech/Language</u></b> 6102 Resource Plan 6103 One SLPA 6104 Two SLPA			
<b><u>Multiple Disability (FMD)</u></b> 6133 Special Class 6134 Resource Plan <b><u>(MMD)</u></b> 6135 Special Class 6136 Resource Plan	N/A 8 N/A 8	N/A 9 N/A 9	N/A 10 N/A 10

For **Middle School Programs**, Teachers with **ONLY 7<sup>th</sup> and 8<sup>th</sup> Grade Students** in the Class Use the **Secondary Class Size**. However, whenever There is a **6<sup>th</sup> (or Lower) Grade Student** in the Class, the **Primary Class Size** is Used.