Examples of Local Procedural Manual Content

Manual Intent – The purpose of the Procedural manual is document local process and to provide guidance for all facets of data collection and reporting at the local level. The Procedural manual will be a part of new staff training and is written for individuals just learning about the MIS data collection and reporting. The manual intents to make the connection the MIS data elements, the tasks of collecting data, internal presubmission data quality checks, connections to other KSDE database systems, process of resolving discrepancies, submission of data to KSDE, and post submission practices that are in practice locally.

Manual Focus – The Procedural manual addresses what tasks are completed, with a stronger focus on how the tasks are completed. Step by step details are documented with screenshots and accompanying instruction.

Introduction Section

Definitions of terms / Acronym list

KGRS – Kansas Grants Reporting System. The KSDE web application used to collect current year special education teachers, Paraeducators and related service providers. Used for OSEP provider reports.
KSDE – Kansas Department of Education
MIS – Management Information system. The KSDE web application used to collect student level data for every Kansas special education students each school year.
OSEP – Office of Special Education Programs, US Dept. of Ed division that oversees SPED data collections.
PWN – Prior written notice.
SPEDPro – The current KSDE web application used to collect MIS data.
IEP System – The name of the local IEP system used for MIS source data.

Insert definition of local forms, database / applications, acronyms and other documents referenced in the user manual.

Location of Documents

PWN – Prior written notice is located on page 7 in the IEP program.

Insert location of referenced documents, where they are found and how to access.

Roles and responsibility chapter

Insert – the roles of staff who contribute to the collection and reporting of MIS data with the responsibilities associated to that role.
Try to avoid individual names of people. Address responsibilities by job position or title as the person may change, requiring and update to your manual each time someone changes position.

Examples of Local Procedural Manual Content

For example:

MIS Data Clerk - Individual responsible for coordination of the collection of MIS data.

MIS Data Clerk responsibilities-

- Responsible for data entry into the KSDE MIS system
- MIS clerk(s) is responsible for Directory and Building data entry.
    - Superintendents provide LEA login information to MIS Data Clerk(s) for the purpose of entering Directory and Building data.
- Responsible for data quality and accuracy of MIS data submitted to KSDE.
- Provides annual MIS training and In-service to Teacher Mentors through the school year.
- Responds to MIS related questions from local providers and staff.

Other staff responsibilities & and contact person.

- Board Clerk: Local USD board clerk responsible for Directory updates of school and program level building minutes, class sessions, and program types that are the source of SPEDPro building information.
- KIAS Administrator: Local USD individual (building Principal) responsible for the submission of current year discipline records for subject to in-school, out-of-school suspensions, Expulsions or removals to Interim Alternative Educational settings.
    - This individual also accesses the Discipline incident report in SPEDPro and may assist with resolving some discrepancies flagged on this report.
- KIDS Administrator: Local USD individual responsible for the submission of current year KIDS Collection Records, which establishes student ID numbers, student demographics, responsible schools and USD association to parochial students served on an IEP.
- Personnel Data: Local USD individual responsible for the submission of current year special education teachers, Paraeducators and related service providers in the CAPS system.
- Contact person for resolving verification.
- Case manager: responsible for .....
- Primary provider: responsible for .....

Data Flow chapter

Address how (make the connection) how the listed Data Sources below flow through the internal system and result in MIS data reported.

Examples of Local Procedural Manual Content

Insert examples for unique process, such as cases when IEP is held, parents decide to begin services in the next school year.

Insert Cross-reference to related instructional handbooks to connect how tasks are completed which result in source data submitted in the MIS. For example, See IEP Program user guide > MIS presubmission export process > Chapter 9.

Infrequent tasks and the related processes are addresses.

Change of placement due to out of school suspension - Upon receiving a (hard copy) of the Parental consent document, follow these steps, - Find the student in the (KSDE MIS system) or (IEP program). Navigate to the student's IEP page and select the IEP covering this time frame. Select all service lines effected by this disciplinary removal. Using the Parental consent document, note the end date of existing services is found on page 3, paragraph D. The new service start date is found on page 3, paragraph E. The new service location is found on page 4, paragraph M. Modify existing MIS service end dates to this same date and save. Create new service lines using the new frequency, duration and location of services from the Parental consent document as referenced above. Save all changes to the KSDE MIS system or import new student record to the KSDE MIS system with these changes. After the record is updated, check to see if verifications were generated based on these changes. See Chapter 1 for related roles and responsibilities, see chapter 13 for timeline requirements. Identify

Insert process for Catastrophic and Non-public equivalency data collection and KSDE reporting.
List contact person in the finance office who provides cost amounts for catastrophic (roles chapter)

Data Sources chapter

Data sources are the starting point for the Data Flow chapter.

Student Demographics:

Name, date of birth, gender, race / ethnicity, language, ELL status is reported by the USD in the KIDS Collection system and populated by ID number in the MIS system.

Corrections to student demographics require new student records to be submitted to the KIDS Collection system with the new (correct) values. Deadline for correction is June 30 of each school year.

Discipline Data

Data for IDEA students subject to in-school or out-of-school suspensions, expulsions and removals to Interim Alternative Educational Settings is reported by the building level KIAS administrator by the date of each disciplinary incident.

Corrections to incident data is made in the KIAS system. The deadline for corrections in the KIAS system is June 30, though the system may be reopened by request to KSDE.

Calendars

Current year district level calendars may be requested from the board office. Current year calendars may also be found on the district's website.

Building Level Data

The KSDE Directory Updates application is the source for all building, school and program data including, Building minutes, class minutes, and session types. Building level data is displayed in SPEDPro on the building information page and on each service line by clicking the blue building info button. See SPEDPro user guide.

Corrections to building level data is made only in the Directory Updates application.

Provider Data

Insert process for collection of current year provider roles and assignments.

Know where each data element is sourced.
Identifying the origin of each data element submitted to KSDE.

Student profile data
Grade level – identify source and where MIS value is recorded.
Neighborhood school - identify source and where MIS value is recorded.
Attendance building / service location – identify source and where MIS value is recorded.
ESY participation indicator – identify source and where MIS value is recorded.
SRS JJA placements – identify source and where MIS value is recorded.
Behavior Intervention Plan – identify source and where MIS value is recorded.
Transportation – identify source and where MIS value is recorded.
All Day preschool / KG indicator – identify source and where MIS value is recorded.
Language of Parent - identify source and where MIS value is recorded.
County of residence - identify source and where MIS value is recorded.
Active status - identify source and where MIS value is recorded.
Inactive status - identify source and where MIS value is recorded.
Exit date -identify source and where MIS value is recorded.

IEP data
Responsible school – Accountability school reported by the USDS in KIDS Collection
Area of Disability – Notice of Identification, Evaluation Documents, identify source where the reported value is recorded.
Frequency, duration, location of services – anticipated service section of the student's IEP, identify where the reported value is documented.
Special education or related service - identify where the reported value is documented.
Gifted Indicator - identify source where MIS value is recorded.

Participation in Regular Early Childhood Programs.

Identify how information is collected for children who participate in Regular Early Childhood Programs outside of school hours. Provide example of how K time is determined / calculated.

Examples of Local Procedural Manual Content

Identify which elementary schools and early childhood centers K time is reported under.

Students who participate in qualified district sponsored preschool programs; the level of participation is determined by subtracting the special education minutes from the class session. The remaining minutes is reported as K time. Insert where this information is documented. For example: 180-minute (at-risk) session, student receives 45 minutes of daily pull-out speech and 30 minutes of daily support in the at-risk classroom. 180 – (45+30) = 105 minutes of K time. "B" minutes + "G" minutes + "K" minutes = session / class time minutes.

Data entry chapter

Begin year set up (could be here or a separate chapter)

- Complete review of current year programs by building with administrators.
    - Align setting codes with program types listed in the Directory.
- Notify local board clerks of current year programs by building for Directory updates.
    - Provide a Directory chart listing program types and classroom session minutes.
- Directory chart – document process of gathering current year building attributes (class time and program types).
- Notify local board clerks of current year session times by building for Directory updates.
- Directory programs and sessions, class minutes, and preschool program types are reviewed by MIS clerk. Local board clerks are notified if corrections are needed in the Directory to the special education programs.
    - Provide the KSDE Special Education data manager with private / parochial schools building session times, days per week and program types for X0440 (other X0, Z0) schools needing Directory Updates
- Align building setting codes with current year programs. Enter and submit setting codes in SPEDPro.
- Discover current year staff. Enter new staff and remove inactive staff from SPEDPro. Insert method used to populate current year staff in the MIS.
- Current year district level calendars are requested from the board office. Current year calendars may also be found on the district's website. Calendars for private / parochial schools in the catchment are also obtained by building. District level calendars are applied to community-based preschools and separate calendars are not needed. Each current year calendar is entered in SPEDPro. -
    - Timeline: August – first week in September. Prior to initial data and submission of student level data.
    - Reference documents
        - MIS Data Dictionary for setting code guidance
        - SPEDPro user's guide for data entry in SPEDPro

Classroom / settings discovery process: How the setting for each building is determined each year individually by building. The setting present in "this" building are unrelated to the settings present in "that" building. What determines the settings are the classroom / program types offered in the building this year.

Examples of Local Procedural Manual Content

Annual Discovery process

1. Discovery process – meet with district administrators in August and discover which programs are present in each building this school year. See August FAQ 2018-2020. It is very common for programs to change from year to year based on number preschoolers in the community and their IEP status.
2. Use the Directory Guidance chart (from the 2021 MIS workshop) to communicate to the local board clerks the current year classroom types by building for the Directory Updates. See August FAQ 2020.
3. Use the building information page in SPEDPro to cross check the program types for each building are accurate. See August FAQ 2018-2020
4. Confirm the program types and setting codes align before creating a MIS setting code list. Corrections in the Directory should be made before creating a MIS settings code list.
5. Enter the setting codes for the special education program buildings – Home, Off site / non-public, K time, off site preschools, etc. According to the Data Dictionary requirements
6. Enter the setting codes for school buildings.
7. Submit settings.

Use the Directory Building Chart to assist Board clerks with complete the Directory Updates

Org	Building Name	Number	Daily schedule time	Lunch	Preschool schedule	PR Program type
D0123	Community based preschool	7891	8:00 - 3:35	35	8:00 - 11:30	All other Dist.
D0123	Home	2859	8:00 - 3:35	35	8:00 - 11:30	All other Dist.
D0123	Hospital	3434	7:50 - 3:20	30	N/A	
D0123	Incarceration	2069	7:50 - 3:20	30	N/A	
D0123	Off site non-public	3111	7:50 - 3:20	30	8:00 - 11:30	All other Dist.
D0123	Public Off campus	4788	8:00 - 3:35	35	———	
D0123	Public off site preschool	2955	7:15 - 3:45	30	7:15 - 11:15	Reverse Mainstream
D0123	Public off site preschool	2955	^^ ^^	^^	11:45 -3:45	Integrated
D0123	K time after school program	7788	8 am - 4pm	0	8 am - 4pm, zero lunch	All other Dist.

Include a Presubmission process section. – Includes all task completed prior to initial and subsequent submission of records to SPEDPro
Include – promotion of grade level, promotion of buildings (neighborhood, attendance and responsible), promotion of status codes, active students from prior year are promoted to continuing status. Check that prior year IEP start at the beginning of the new school year.
Include references to processes completed in other applications (IEP system), chapter / section references.

Presubmission preparation tasks

Reference tasks completed in the local IEP program prior to MIS submission.
Reference presubmission data quality checks and how these checks are performed.
Reference how data is extracted from the IEP program and how it is submitted to KSDE t different times in the school year, under different conditions (initial submission, Amended IEP, change in placement, etc.)

Keyboard entry process – student data

Begin with selection of records, process for choosing records to enter.

Identify data sources.
Document process for data entry.

Import process – student data.

Begin with selection of records, process for choosing records to enter.
Identify data sources.
Initial submission process
Reporting subsequent records for the same student -

The student data is reported in the MIS by deleting the existing MIS student record and resubmission of the student record through the import process.

Hybrid process – student data

Begin with selection of records, process for choosing records to enter.
Conditions when a student record would be both Imported and have keyboard entry.

Closing School year

- Process of analyzing the projected End of year report for Duplicate records and steps taken when duplicates are found +
- Process of analyzing the projected End of year report for students with incomplete data and the steps taken when incomplete records are found +
- Process of analyzing the projected End of year report for active students June 30 age = 21 +
- Process of resolving students listed on the Discipline Validation report. +
- Resolve Overlap report +
- Address students listed on Exit status report +
- Address students listed on Unknown Exit report +
- Address students listed on Discipline Incident report +
- Address students listed on Unclaimed student report +
- Address students listed on Unresolved Exit student report +
- Cross check student exits with related sources +
- Review OSEP table 4 Exit report. Compare current year counts to prior year.
    - Graduates, moved, drop out, return to general ed students are accounted for.

+ Include how / each step taken to complete the above processes.

Support Documents – where to find MIS guidance.

Describe where guidance and support documents can be found / referenced.

Data Dictionary, reporting requirements, timeline, file specification - ksde.org, / MIS and Student data.
Index of supporting documents by subject – ksde.org, / MIS and Student data
MIS presentations, posted by school year - ksdetasn.org.
Monthly MIS FAQ - ksde.org, / MIS and Student data
SPEDPro User guide - ksde.org, / MIS and Student data

Insert location for local support documents, IEP system instructional manual, other related guidance.

Exiting Special Education Data

Document the process of collecting exiting data locally and reporting exit data in the MIS.
Include / reference the data entry process for records submitted as a result of exiting special education.

Explain how the following reports are used to verify the accuracy of exit data.

- Exit Status report.
- Unknow exit report.
- Unresolved Exit report
- OSEP Table 4 Exit report

Data from these Exit reports are used to modify / update student profile in SPEDPro from the original basis of exit to the new exit code based on evidence found these reports.

Timeline – last day of school – November 15

Include: actions taken for each students listed on these reports. How students are cleared off of each report with step-by-step details

Gifted students who exit IDEA Part B

Address process taken to report exit dates and exit status for students no longer identified with a disability but receive Gifted services after exiting IDEA.

Note verification 0018 is confirmation that these students have been reported correctly in SPEDPro.

Overlaps caused by exiting.

Overlap report – The Overlap report can also be used to identify students not coded as in-state transfers (T) and identify incorrect service exit dates. Data from the Overlap report may be used to modify / update student profile and service dates in SPEDPro from the original values to the new values based on evidence found on this report.

Timeline – continuous through the school year

Include: actions taken for each students listed on the overlap reports. How students are cleared from each report with step-by-step details. Provide steps taken when the overlap involves an outside agency and steps taken when the overlap is flagged on a single student record.

- Include: How data for each of the categories of exiting is collected and documented

Note: Document how exit date equals latest service end date for all basis of exit categories

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Data Quality Control

Insert process and timelines for running verifications, addressing Import alerts, review of MIS reports.

Detail the process for finding discrepancies, resolving inaccuracies, correction of source data, communication with other staff, all actions taken & required timelines.

Reference presubmission data quality checks completed.

SPEDPro Verifications

- SPEDPro verifications and data quality reports are completed by the Data Clerk. - See SPEDPro User Guide for verifications and report instructions
    - Import alerts.
        - Use of SPEDPro import template.
        - Timeline – As the imported process is completed.
    - Overlap report.
        - Process of clearing students from the report
    - Duplicate record check in the Projected End of year
        - Process of finding and removing duplicate records.
    - Unclaimed student report
        - Process of confirming claiming status and clearing student from the report when applicable.
    - Projected End of year
        - Process of analyzing the report for data discrepancies and process for correcting discrepancies.
            - Maximum age students
            - Incomplete data
            - Grade / age cross check.
            - DD student age 10 or greater
            - Age 21 students without exit date or inactive status.
            - Missing / invalid values
            - Finding Gifted students who exited Part B services.
    - Verification report
        - Document process for resolving common verifications.
        - Timeline - Reports run continuously through the school year.
    - Projected December 1 report
        - Timeline - Report run from early August – April 30
    - Discipline Incident report.
    - IDEA Discipline validation report
    - Exit status report.
    - Unknown exit report
        - Report run from last day of school – November 15
    - Each report is saved periodically (timeline) and saved for future reference.
        - Timeline – SPEDPro reports are destroyed after _____ months.

Most verifications can be resolved immediately upon detection within the SPEDPro application by editing the existing record, selecting the correct value and saving. This is the fastest way to fix and avoids the Import process which could introduce new discrepancies. Providers would be informed of correction

made in SPEDPro and are expected to update the student record in the IEP system with the same correction.

Common Verifications, how to resolve them:

Examples below are not an all-inclusive list.

0176 – Notify local KIDS Administrator to list Grant Elementary as accountability school in a SPED record type and submit to KIDS collection for all preschoolers attending the Early Childhood center.

0004 – click the building info button on the service line to view building attributes. Verify approved setting on setting list page.

0011 - click the building info button on the service line to view calendar and directory data to determine correct number of total days.
Use Edit mode on the service line to recalculate total days of service to populate the correct value.

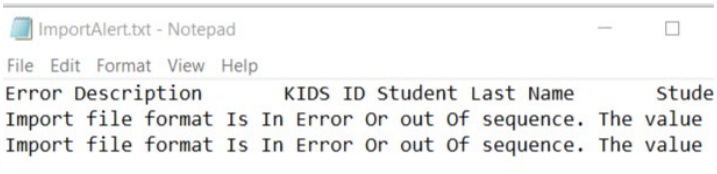
0215 – Notify KSDE to make a correction to inaccurate annual status codes

0224 – Run the verification 0224 report to discover the OSEP values that have changed
Run the verification 0224 comparison report to discover the service line changes.

Import alerts, how to discover discrepancy.

On the Import Files page or Import File History page select the record with an Import alert.

Total	Successful	Alert
1	1	0
5	4	1



Open the Alert > select All > Copy the information in the Alert record. Paste the information into the SPEDPro template. The reason for the alert is listed in column "A". The data causing the alert is identified in the subsequent column(s) to the right of the Alert explanation.

	1	2	3	4	5
	KIDS ID	Last Name	Gender	DOB	School Year
	H	H	H	H	H
Import file format Is	3262464694	Gladys	0	7/21/2013	2020

Data Validation

Building / Directory class session review

Insert process for reviewing building time, class minutes, days per week program types.

Demographic review:

Demographic data displayed in SPEDPro and present on Projected December 1 and Projected End of year reports are populating from current year KIDS collection records. Students with inaccurate Age is a result of an inaccurate date of birth in KIDS Collection. Students displaying inaccurate gender, English language learner status, race / ethnicity have these values in their KIDS Collection records. To resolve these discrepancies, a new KIDS Collection will need to be submitted by the USD. In some cases, the inaccurate demographics can be the result of an inaccurate KIDS ID number present in the IEP program. To resolve this discrepancy, selection of the correct ID number would be needed, or in the case of a student without an ID number, a unique ID number will need to be created for the student served by our Interlocal. Timeline: Throughput the school year.

Discipline data Review:

December 1 check - A discovery process is conducted for looking for students subject to out-of-school, suspension, removal to interim alternative settings or expulsions over the December 1 time period. School Psychs are contacted for a list of students served in off-campus locations due to disciplinary removals. For these students served in off-campus locations, their IEP service location and service setting (U) are verified as accurate for the duration of their disciplinary removals. Timeline: This process is completed in January - February (with a December 1 focus).

Disciplinary reports – A projected report generated SPEDPro listing students identified as IDEA students subject to in-school, out-of-school suspensions, Expulsions or removals to Interim Alternative Educational settings. The population and IDEA status of these students is crossed checked to verify the student (by ID number) was correctly identified as the student subject to disciplinary removal.
The IDEA Discipline validation report is analyzed to align KIAS data / removal dates with SPEDPro service lines data. The goal is to clear students from the report by make corrections to either SPEDPro service lines or KIAS data.
Timeline: This process is completed from last day of school – the closure of KIAS / June 30.

The Discipline Incident report - A report generated SPEDPro & KIAS listing students with IDEA status in question on the date of the disciplinary incident. Students flagged on this report are cross-checked by incident date and IDEA status. Discrepancies resulting from inaccurate KIAS data are corrected in KIAS by the KIAS administrator. Discrepancies resulting from inaccurate MIS data are corrected in SPEDPro by the MIS clerk. This process is completed from last day of school – the closure of KIAS. Timeline: Last day of school – the closure of KIAS / June 30.

Exit review:

In cases when the basis of a student's exit status is in question, use the SPEDPro Exit status report and Unknown Exit report to cross check information from agencies outside of the Interlocal's catchment. KIDS collection records can also be used to confirm accuracy of a reported basis of exit. The KSDE MIS Data Manager can be contacted to investigate state-wide KIDS Collection records for basis of exit confirmation. Timeline: Last day of school – November 15

Duplicate record check:

All federal data is required to be unduplicated. Meaning the same student may not be counted on any OSEP report more than once. To assure unduplication of student records, a student must have only 1

profile in the MIS per school year. To discover if duplicate students exist, search for duplicate records in the projected End of Year report. If duplicate records are found, keep the student profile with the most recent Assign Count organization (of the most recent responsible school). To this profile add all prior IEPs and services provided to the student from their first day of school. Delete all other student profiles. See Index of MIS Support Documents for workbook year and page number under Duplicate Records, Finding and removing. Timeline: Throughout the school year

Complete Data Review

Using the Projected End of Year report, apply the Excel filter on current status and select all active status codes. Next filter on Latest end date and select all end dates more than 10 days for the last day of school. The record found indicate students who have incomplete data for the school year and need to be addressed. Timeline: Last day of school – November 15

Private / parochial school students
Process for identifying students enrolled for general education in Private / parochial and the process for populating the Private / parochial as the neighborhood school.

December 1 child count review

Use the Projected December 1 child count report to verify the number of students currently being included on the December 1 child count report. Timeline: November – April 30.

Insert process for verifying the accuracy of the December 1 child count.

- Number of students
- Correct demographics, age, race, gender, etc.
- Correct organization and building association, neighborhood, responsible schools. Service location.
- Correct values are reported in each OSEP data category.

Internal file review / self-assessment of MIS data to source data to validate data accuracy. Insert process details including record selection process, data fields analyzed, timeline for completion and the subsequent actions based on the results of the file review / self-assessment.

Year to Year quality checks

- Comparing current year projected OSEP reports to prior year final OSEP reports.
- Look for significant changes in the number of students (+ / - 20) and percentage (+ / - 20%)
  - Update students records and make corrections prior to the collection closure.

KGRS – Kansas Grants Reporting System

Insert process and procedures used by to report special education, teachers, paraeducators and related services providers to KSDE through the KGRS application.

Individual who completes KGRS reporting should be a contributor for writing this chapter of the manual.

OSEP Indicators

Examples of Local Procedural Manual Content

Address process and procedures for reporting data for OSEP indicators 11, 12, 13. Include the roles and responsibilities of Individuals assigned to complete the data reporting process and timelines. How the data is collected locally and reported to KSDE would be addressed.

General Data Management

Document file location and naming echelon for each MIS Imported files for each school year. For example,

Student record import files – stored on the network "T" drive > Import history folder > FY2019 >Oct 2019. For example, Jane Doe's MIS record was submitted three times on October 15, 2020. File name = 10152020JD480.1, 10152020JD480.2, 10152020JD480.3

Insert file location for each of these type types. Include naming convention and timelines for archiving. Include Original submission, Corrected data files, Final reports. Timeline for saving data.

Projected and final, December 1, End of year, Discipline, and exiting reports.
Verification reports
Data Quality reports
Location of support documents could also fit in this section.

Special data circumstances

School buildings used only for accountability, enrollment and funding counts.

KSDE annual reminder for setting approval

Example: Eisenhower elementary does not have any preschool classrooms. Preschool students attend the Riley Learning center. However, Eisenhower elementary is the responsible building for counting preschool enrollment. To count these preschoolers, the USD must add a preschool grade level and preschool session in the Directory each school year to align with KIDS record submissions. For MIS reporting, Eisenhower is a responsible school, neighborhood school but not a preschool service location. As a result, preschool settings not applicable to Eisenhower and are not submitted in the MIS for approval.

Board clerk Directory Update reminder.

For special education program buildings, Off-site non-public, Home, K time
The preschool session is the "all other district preschool" program type.
Only a single (1) session needs to be listed, equaling the minutes of the longest preschool session in the elementary school.

Timelines – Documenting tasks chronologically with referencing corresponding sections of the manual where guidance for these tasks as documented.

Examples of Local Procedural Manual Content

August Timeline	Task	Where Task is Done	Manual chapter
August 1	Program discovery and building alignment	With administrators	Begin year
	Complete Directory chart, align Directory sessions with board clerks	With board clerks	Begin year
	Align Buildings, programs, classroom with Directory session types	SPEDPro Building info	Begin year
	Create settings list for each building aligning with Directory sessions	MIS System SPEDPro	Begin year
	Collect current year provider information	With administrators	Begin year
	Update current year MIS Personnel List	MIS System SPEDPro	Begin year
	Enter current year calendars	MIS System SPEDPro	Begin year
	Address prior year Verifications, overlaps, Exit reports	MIS Reports SPEDPro	EOY
	Address unresolved Discipline Incident report	MIS Reports SPEDPro	EOY
	Cross check exits with KIDS Collection, Graduates, moves, drop out	MIS / KIDS check	EOY
	Check - Unclaimed Student report	MIS Reports SPEDPro	EOY / Dec 1
	Review and compare OSEP table 4 Exit report. Verify major changes	MIS Reports SPEDPro	EOY
August 20	Prepare current year students for Initial submission. Promote records, promote grade level, buildings (where applicable) and status codes	Local IEP system	Begin year

September Timeline	Task	Where Task is Done	Manual chapter
September 1	Initial Submission of current year student population	MIS System SPEDPro	Begin year
9/1-9/15	Run Unresolved Exit report. Identify students who do not return from prior school year	MIS System SPEDPro	EOY
	Work with local board clerks to correctly complete Directory Update	Directory Application	Begin year
	Provider KSDE MIS Data Manager with X0440 building sessions	Directory Application	Begin year
9/1-9/15	Exit inactive students in the prior year.	MIS System SPEDPro	EOY
	Run and resolve Overlap report	MIS System SPEDPro	Data Quality
	Address Verifications.	MIS System SPEDPro	Data Quality
	Overlap report (from prior year) shows no (zero) students listed	MIS Reports SPEDPro	Data Quality
	Exit Status report (from prior year) shows no (zero) students listed	MIS Reports SPEDPro	EOY
	Unresolved Exit report (from prior year) shows no (zero) students listed	MIS Reports SPEDPro	EOY
	Projected End of report has complete population & no (zero) duplicates	MIS Reports SPEDPro	EOY
	Projected OSEP Exit report has complete unduplicated population	MIS Reports SPEDPro	EOY
	Mark ESY = Yes in current records for student attending summer ESY	MIS System SPEDPro	Begin year
	Update September IEPs and exits	MIS System SPEDPro	Data Entry

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Common misstatements / misconceptions / clarifications – explain common misconceptions of data reporting.
Example:
Exit status is imported into SPEDPro, Amended IEP is imported into SPEDPro.

Individual data points cannot be imported into SPED as they can with manual entry.

Complete student record is imported. Individual data points are included in the imported file.

Selection a record to import only an amended IEP, can trigger verification 0210.

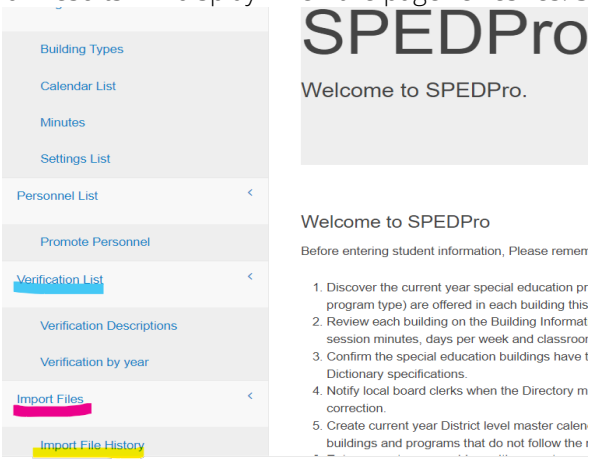
Examples of Local Procedural Manual Content

General observation / tips

Don't get hung up on the outline. Use the outline to capture basic ideas. Next expand on the outline with detail specifics. The outline is what you do, the manual is how you do it. The manual is a broader document than the outline. The Local procedural manual does not have to be in the same chapter order as the same outline.

The manual should well organized. Each subject would be a chapter with related / associated tasks being section within the chapter. Chapters should be descriptive narratives with step-by-step instructions.
Data Entry chapter > Submission of MIS records process
Importing routine

1. Upon notification of an IEP finalization (whatever this is) .....
2. Complete these tasks in the IEP program > See IEP (name) User Guide > Student Record chapter > Presubmission Process page 73 > concluding with exporting individual student record, page 81.
3. After completing the record export process, Open SPEDPro and navigate to the Import File page. See SPEDPro User guide chapter 10 – Importing files. Complete record importing process.
4. Post Import Check
    a. Check Import history for any Import Alerts. See Verification Chapter > Verification Alerts
    b. Go to Verification List page and enter student / KIDS ID in the search box, click search. Any verification results will display when the page refreshes. See Verification Chapter



Avoid unnecessary redundancy – reference chapters and sections to make connections to task. See Directory chart section of the Begin Year set up chapter.

Manual tips Do's and Don'ts

Do's

Develop the manual in chapter format.
Include a table of contents.
Include page numbers for reference.
Include page dates / page revision dates.
Include an Index by subject matter – Example: Editing student profile > verification solution section.

Examples of Local Procedural Manual Content

Include screenshots with accompanying explanation.
Run spell check.

Don'ts

Don't copy and paste from KSDE documents, customize the manual to local processes and timelines.
Don't make the MIS procedural manual a copy of your IEP program user guide. The MIS procedural manual focuses on MIS task and how SPEDPro reporting is done. The IEP program manual should be referenced but not copied.
Don't assume the reader understands MIS reporting. Include details.