



MICHIGAN State Reporting Training Manual

Michigan Student Data System (MSDS)

MICHIGAN STATE REPORTING TRAINING MANUAL

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Introduction

The Michigan Department of Education (MDE, locally spoken as “M.D.E.”) is the state governing body over all Michigan state educational services (and reporting). The Center for Educational Performance and Information (CEPI, locally spoken as “SEP-ee”) serves within the MDE as the agency responsible for collecting, securely managing, and reporting education data in Michigan.

Michigan State Reporting’s primary overall student data submission process is called Michigan Student Data System (MSDS, locally spoken as “M.S.D.S.”). MSDS has several separate collections submitted throughout the school year at different times for different purposes.

There are additional collections, still required by the MDE, that are not officially considered part of the MSDS collections.

UICs

Students are assigned a Unique Identification Code (UIC, “U.I.C.”), which is assigned by a **Request for UIC** process on the CEPI web site. UICs may be manually requested, one at a time, using a lookup process or a file may be submitted to request UICs for many students in one upload. Districts connected to the Michigan Data Hub can also request UICs in Skyward via API. A student cannot be claimed or reported in any MSDS collection without a UIC.

Collections, Components, Characteristics (Michigan’s “three Cs”)

MSDS collections are composed of a set of CEPI-defined components which, in turn, are a set of fields (which the state refers to as characteristics). Final submission files extracted from the software are generated and exported in XML format, then uploaded to the state.

The Big Five

The processing utilities to extract are found at:

Student Management\Federal State Reporting\Michigan State Reporting\Michigan Student Data System

Five collections may be extracted in the Extract MSDS Data process:

General

This is the major collection for the state. It reports all the major Demographics and program information. It is collected three times in each school year:

- **Fall** with a Count Day of the first Wednesday in October. This collection provides 90% of per-student district funding.
- **Spring** with a Count Day of the second Wednesday in February. This collection provides 10% of per-student district funding.
- **End of Year** with a Count Day on or around June 30, depending on weekends. There is no direct per-student funding tied to this collection, but it is submitted in the same way as the other two.

The General collection consists of 24 components, but each of the three General collections has different requirements of what should be collected. For instance, the End of Year collection focuses on reporting end of program, graduations, gifted and talented information, and does not drive any funding, while the Fall collection drives almost all the funding for the school year. Some fields are reported in all three collections, while others are reported in only one or two. The collection is a “snapshot” of the students, as of that date, but withdrawals and program exit that occurred

between the first day after the previous General collection through the current General Collection Count Date are also reported each time.

Districts must have uploaded data to MSDS within 5 weeks from the Count Date, but can continue to upload and perform final reviews, additional error checks, and updates on the CEPI website, if desired, before a final certification process is required online, to complete that submission, at the end of 6 weeks after the Count Date.

Student Record Maintenance

(often SRM, pronounced "S.R.M.")

This collection allows districts to update student information between the General collections. All components submitted in the General collection may be updated. Additionally, the Section 23a Component (Dropout Recovery Program funding) and Section 25 Component (reporting attendance in a Strict Discipline Academy) are also included in this collection, along with the Student Record Maintenance Component, which reports the effective date of the collection submitted. CEPI encourages all districts to upload an SRM collection at least once a month.

Teacher Student Data Link

(almost always TSDL, pronounced "T.S.D.L.")

The TSDL collection submits classes scheduled and any grades earned in those classes for either four specific groups of students, or all K-12 students (if your district claims any shared-time students). Four components are submitted, with the Student Course Component being unique to the TSDL collection. The General TSDL collection is required once a year, at the end of the school year, for students meeting certain criteria. CEPI also requires this collection be submitted for Migrant students within 10 days of the student's enrollment, showing only the scheduled classes, then again within 10 days of the Migrant student's exit from the district, to report final progress. An End of Year Migrant collection is usually also extracted and submitted.

Student Types reported in TSDL:

- **General (All Students):** Extracts all students within the ranges set, excluding Migrants. This is an ideal setting for districts who claim shared-time students and must report all (non-Migrant) students K-12. It can also be used to allow for Processing Lists or for use of wider extract ranges to include one or more students the district wishes to report, regardless of subgroup requirements. This extract process uses the General TSDL XML headers. Migrant students should be separately reported using the Migrants Only option.
- **Migrants Only:** This option is used to extract only students with a [Migrant record](#) in the [Special Programs](#) area and will extract the file in the Migrant TSDL format, ideal for reporting Migrant students' entrance to and exit from the district within the state's 10-day requirement. The TSDL Count Date on the extract must overlap the student's dated Migrant record in Special Programs, in order to be extracted. It is recommended to also extract and submit a Migrants Only TSDL at the end of each school year, to ensure any Migrant student who was expected to continue in the upcoming school year, but who moves over the summer, has their courses correctly reported and credited, in a timely manner.
- **General (Dual Enrollment, Adv/Acc, and Virtual):** Select this option to extract all students required for general TSDL reporting at the end of the school year, if you do not have any shared-time students. Students enrolled in any dual-enrollment or advanced/accelerated course assigned a [Course Type field](#) value of "07" (Dual Enrollment), "04" (Advanced Placement), or "05" (International Baccalaureate) will be extracted. Whether a student should extract for Virtual participation is determined by the [Virtual Delivery field](#) value on the section of the course. A student enrolled in any class with this value set to "OC" (Online Course), "DL" (Digital

Learning), or “BL” (Blended Learning) will extract when this Student Type option is selected. The General TSDL extract does not include Migrant students.

Early Childhood

(occasionally EC, pronounced "E.C.")

The Early Childhood collection focuses on gathering data only for students enrolled (or waitlisted) in any Early Childhood program(s). Similar to the General collection, it is also collected three times in each school year (**Fall, Spring, and End of Program**). EC Count Dates for Spring are the same as or similar to the General (early to mid-February), but Fall and End of Program Count Dates always differ from the General. Early Childhood Fall Count Day is typically at the end of October and the EC End of Program Count Day has typically been in mid-August. Eight components are submitted.

Early Roster

This collection allows districts to submit data for incoming students to the district prior to the Fall General collection and identify students for assessments. Only five components are submitted in this collection.

Other Exports

While almost all state reporting is done through MSDS, a few other exports for reporting data to Michigan are also provided at:

Student Management\Federal State Reporting\Michigan State Reporting\Other Exports

CTEIS Export

This process is actually two export options in one and allows users to export Student and Course files for Career and Tech Ed reporting.

MCIR Export

If using the Health module in Skyward to track vaccinations, immunization information can then be exported and upload to the MCIR (Michigan Care Improvement Registry) system.

Medicaid Reporting Options

For districts partnering with MedBill or PCG for Medicaid eligibility verification, exports are provided to transfer student information to these systems.

Michigan Data Hub

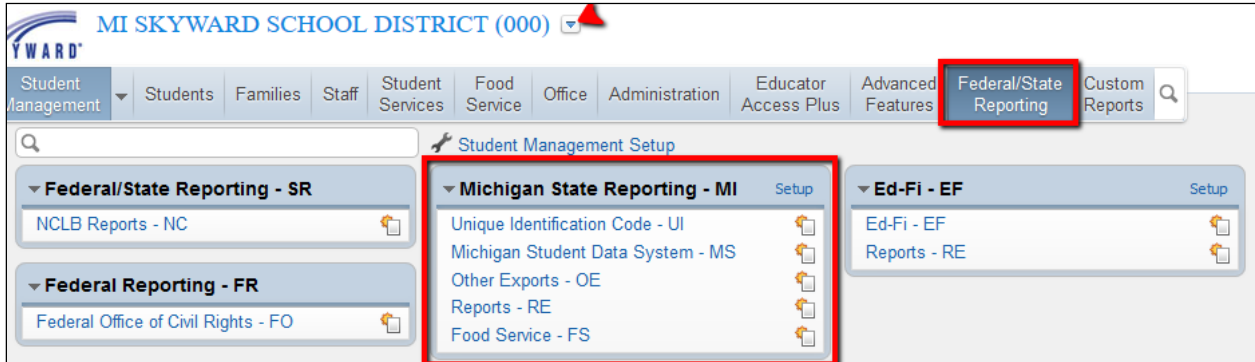
The state of Michigan is currently beginning a transition to a new method of state reporting, using API technology. Skyward databases can currently connect the state’s Michigan Data Hub, in preparation for this transition. For more information, please reference the following manuals:

- [Initial Data Integration Setup Manual](#)
- [Data Integration Training Manual](#)
- [Data Integration Year Start Checklist](#)
- [Ed-Fi Data Elements](#)

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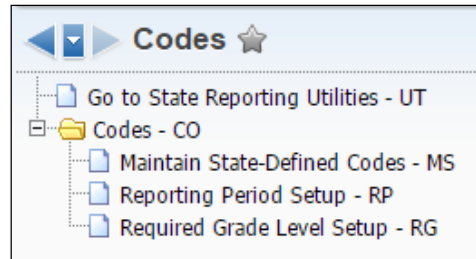
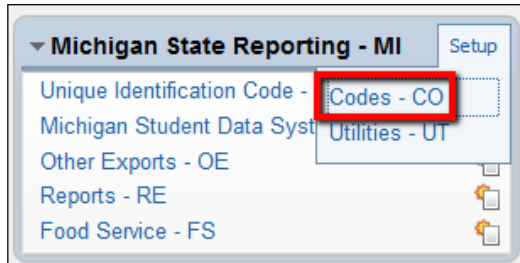
State Reporting Processes

Student Management > Federal State Reporting > Michigan State Reporting:



Submitting Entity: Keep the entity selection in mind when running any process. If a report or extract is run from an individual entity, it will only pull students in that entity. Additionally, for several extract files, information about the Submitting Entity is gathered and this is collected based on the entity selected when running the extract template. It is generally recommended to pull all final extracts for submission from the District entity.

Setup-Codes



Maintain State-Defined Codes: This area will generally not need to be used. It houses the codes and tables used specifically for the state of Michigan. These are maintained by Skyward and should almost never be changed. If a change is made by a local user to make a late-announced update from the state, the change will be overwritten with the next installed update to the Skyward software.

Reporting Period Setup: This is the first area that should be set up. A record must be in place for each school year. If a record does not exist for the current school year, select the Add button to build it. Records may be added, in advance, for future school years and can be entered for historical school years, if needed. Edit existing records to update dates, as needed.

All Dates are required. These dates are posted on the CEPI web site and regularly announced by CEPI in their various mailing lists. Contact CEPI if help is needed in determining these dates.

Reporting Period Setup

Views: **General** Filters: *All School Years

Schl Yr	School Start	School End	General Collection Fall Count	General Collection Spring Count	General Collection End of Year Count
2014	07/01/2013 Mon	06/30/2014 Mon	10/02/2013 Wed	02/12/2014 Wed	06/30/2014 Mon
2015	07/01/2014 Tue	06/30/2015 Tue	10/01/2014 Wed	02/11/2015 Wed	06/30/2015 Tue
2016	07/01/2015 Wed	06/30/2016 Thu	10/07/2015 Wed	02/10/2016 Wed	06/30/2016 Thu
2017	07/01/2016 Fri	06/30/2017 Fri	10/05/2016 Wed	02/08/2017 Wed	06/30/2017 Fri
2018	07/01/2017 Sat	06/30/2018 Sat	10/05/2017 Thu	02/14/2018 Wed	06/30/2018 Sat
2019	07/01/2018 Sun	06/30/2019 Sun	10/03/2018 Wed	02/13/2019 Wed	06/30/2019 Sun
2020	07/01/2019 Mon	06/30/2020 Tue	10/02/2019 Wed	02/12/2020 Wed	06/30/2020 Tue

Edit Reporting Periods

School Year: 2019

* School Start: 07/01/2018 * School End: 06/30/2019

Default General Collection Count Dates

* Fall: 10/03/2018 * Spring: 02/13/2019 * End of Year: 06/30/2019

Default Early Childhood Reporting Period End Dates

* Fall: 10/31/2018 * Spring: 02/13/2019 * End of Year: 08/16/2019

Asterisk (*) denotes a required field

Required Grade Level Setup: This area lists grad year/Grade Level Override (GLO) combinations found in the database that must be clarified to determine the Grade or Setting field value that should be reported in Request for UIC submissions and MSDS collection extracts for students with that combination. The view will default to the current School Year but can be changed to any existing school year in the system using the Switch School Year button.

Required Grade Level Setup

Required Grade Levels

- 00 - Kindergarten
- 01 - First Grade
- 02 - Second Grade
- 03 - Third Grade
- 04 - Fourth Grade
- 05 - Fifth Grade
- 06 - Sixth Grade
- 07 - Seventh Grade
- 08 - Eighth Grade
- 09 - Ninth Grade
- 10 - Tenth Grade
- 11 - Eleventh Grade
- 12 - Twelfth Grade
- 14 - Special Education Transition
- 20 - Adult Education
- 30 - Early Childhood/Early On

Required Grade Levels for 2018

Grad Year	Actual Grade	XRef Grade	GLO	Grade to Use in Export
2003	27	GD		20
2006	24	GD		20
2007	23	GD		20
2008	22	GD		20
2009	21	GD		20
2030	00	00		00
2031	-01	30		30
2031	-01	30	00	
2032	-02	30		30
2033	-03	30		
2034	-04	30		30
2035	-05	30		

17 records displayed

The Grad Year, a calculated Actual Grade (School Year - Grad Year + 12), and the pre-configured Grad Year/Grade Cross-Reference (XRef Grade) are displayed. There is also a column for any GLO that may be

assigned to any student(s) with that grad year. For example, if one or more students have a grad year of 2033 without a GLO in place and, additionally, one or more students have a grad year of 2033 with a GLO of 30 in place, both the grad year of 2033 with the blank GLO and the grad year of 2033 with a GLO of 30 will appear in the list to be resolved (as shown in the example, above).

If all students with a grad year of 2033 should be reported with a grade level of 30, but a GLO is seen for only some, student records may be updated to either remove all '30' GLOs for students in that grad year or to add a '30' GLO to all students in that grad year. Once that is completed, only one record will appear in the list, the next time the Required Grade Level Setup is accessed, as the list updates based on records found when it is opened.

The last column on the right shows the Grade to Use in Export. If left blank, the X-Ref grade displayed will be reported, but it is highly recommended that every record be updated with a Grade to Use in Export value. To do so, select a record with a blank Grade to Use in Export, then select the Edit Grade to Use button. Assign the appropriate grade level to report, then Save.

Required Grade Level Setup

Required Grade Levels

- 00 - Kindergarten
- 01 - First Grade
- 02 - Second Grade
- 03 - Third Grade
- 04 - Fourth Grade
- 05 - Fifth Grade
- 06 - Sixth Grade
- 07 - Seventh Grade
- 08 - Eighth Grade
- 09 - Ninth Grade
- 10 - Tenth Grade
- 11 - Eleventh Grade
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- 14 - Special Education Transition
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Required Grade Levels for 2018

Grad Year	Actual Grade	XRef Grade	GLO	Grade to Use in Export
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2006	24	GD		20
2007	23	GD		20
2008	22	GD		20
2009	21	GD		20
2030	00	00		00
2031	-01	30		30
2031	-01	30	00	
2032	-02	30		30
2033	-03	30		
2034	-04	30		30
2035	-05	30		

Edit Grade To Use

Grad Year: 2035 Actual Grade: -05 Save

XRef Grade: 30 GLO Code: Back

Grade to Use:

- 03 - Third Grade
- 04 - Fourth Grade
- 05 - Fifth Grade
- 06 - Sixth Grade
- 07 - Seventh Grade
- 08 - Eighth Grade
- 09 - Ninth Grade
- 10 - Tenth Grade
- 11 - Eleventh Grade
- 12 - Twelfth Grade
- 14 - Special Education Transition
- 20 - Adult Education
- 30 - Early Childhood/Early On**

The selected value will then display for that grad year/GLO combination.

This will now also be the value that extracts/reports for any students assigned to that grad year/GLO combination. Repeat this process for all grad year/GLO combinations (including those where the GLO is blank), to assign an accurate Grade to Use in Export for all records.

If a grad year/GLO combination is unclear, select it and then select the Print Student Detail button. A process will run to find and report all students currently assigned that combination. The student records can then be reviewed to determine the best value to report for them or allow updates to be made.

For the selected school year, the system does not offer grad years to be resolved that will already calculate to an Actual Grade in the range of 01-12, unless it finds a student in that range with a GLO assigned. Students in grade levels 01-12 with an assigned GLO are almost always in error in Michigan, so these do require clarification.

Grad Years for all students outside that range, with or without GLOs, are always listed and each listed record here should be set to the CEPI-specified Grade Level that should be reported for students with that combination for each school year. The list of those Grade Levels required to be reported by CEPI in MSDS are displayed at the left, for convenience.

Adult Education students entering or exiting should be reported with a Grade Level of 20. Reporting progression from grade to grade is not required for these students in Michigan. These students' grade level progress may still be tracked by the district, however. If the district assigns Adult Ed students to their appropriate progress grade level for tracking in Skyward, then a GLO of 20 would be assigned to the student. In the above example list, the grad year of 2018 appears because an Adult Ed student has been assigned to 11th grade with a GLO of 20. This record should be assigned a Grade to Use of 20 to have this reported correctly. If an Adult Ed student is instead assigned to their original, expected grad year, then a GLO may or may not be assigned to a student, but would be required if there are also students assigned to that same grad year who may need to be reported with a different Grade or Setting field value, such as 14 for Special Education Transitions students receiving continued services. It is usually recommended that a district consistently track students the same way, but if two district schools need to handle students differently, this can be done, provided all students with the same grad year/GLO combination are to be reported the same way.

Whether or not a GLO is assigned, any and all grad years for grade levels calculating as greater than 12 will need to be resolved. The Kindergarten grad year (Grade or Setting value of 00) and all grad years for grade levels calculating as less than 00 will also need to be resolved.

When done, all grad year/GLO combination records should have the appropriate Grade to Use in Export value assigned. None should be left blank, if possible.

Required Grade Level Setup

Required Grade Levels

- 00 - Kindergarten
- 01 - First Grade
- 02 - Second Grade
- 03 - Third Grade
- 04 - Fourth Grade
- 05 - Fifth Grade
- 06 - Sixth Grade
- 07 - Seventh Grade
- 08 - Eighth Grade
- 09 - Ninth Grade
- 10 - Tenth Grade
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Required Grade Levels for 2018

Grad Year ▲	Actual Grade	XRef Grade	GLO	Grade to Use in Export
2003	27	GD		20
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2007	23	GD		20
2008	22	GD		20
2009	21	GD		20
2030	00	00		00
2031	-01	30		30
2031	-01	30	00	00
2032	-02	30		30
2033	-03	30		30
2034	-04	30		30
2035	-05	30		30

Buttons: Switch School Year, Refresh, Edit Grade to Use, Print Student Detail, Back

If any values are left blank, when an MSDS extract template is viewed, a warning will appear in red text:

Extract MSDS Data

Template Settings

* Template Description:

Share with other users in entity 000

Print Greenbar

6 Lines Per Inch 8 Lines Per Inch

Required Grade Level Setup

Warning, Not all of the Grade to Use fields have been setup in the Required Grade Level Setup.

This setup is located in WS/SR/MI/PS/CO.

[Setup Required Grade Levels](#)

Extract Options

The blank(s) may be resolved in the Required Grade Level Setup area, or by simply selecting the Setup Required Grade Levels button on the template itself to access the Required Grade Level Setup area. If all grad year/GLO combination records are resolved, the MSDS extract template will show this message:

Extract MSDS Data

Template Settings

* Template Description:

Share with other users in entity 000

Print Greenbar

6 Lines Per Inch 8 Lines Per Inch

Required Grade Level Setup

All of the Grade to Use fields have been setup in the Required Grade Level Setup.

This setup is located in WS/SR/MI/PS/CO.

[Setup Required Grade Levels](#)

Extract Options

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Michigan Student Data System Overview

MSDS > Extract MSDS Data:

Extract Options

* School Year: <input type="text" value="2019"/>	* Count Date: <input type="text" value="02/13/2019"/>
* Collection: <input type="text" value="General"/>	* Submission: <input type="text" value="Spring"/>
Output Type: <input type="radio"/> Extract Only <input checked="" type="radio"/> Extract & Export	Adult Ed FTE to Use: <input type="text" value="None"/>
<input checked="" type="checkbox"/> Include Error Students in the MSDS Extract	10 Day Cutoff: <input type="text" value="02/27/2019"/>
	30 Day Cutoff: <input type="text" value="03/15/2019"/>

It is recommended to run MSDS extracts from the district entity when possible. Start each new collection by Adding a new template. It is not necessary to maintain old templates. If they are ever needed again, they can be quickly recreated.

In the **Extract Options** section, type in the appropriate School year and Submission. The Count Date and Cutoffs for the 10 Day Rule and 30 Day Rule will fill automatically based on the [Reporting Period Setup](#) for that year and submission.

The template may be run to Extract Only to simply extract data to the Maintain Extracted MSDS Data area, where it can be reviewed before exporting the XML file for submission. The other option is to Extract & Export, which will extract the data into the Maintain area and simultaneously run an export process to create the XML upload file to save time. If changes are made in the Maintain, however, the Export Extracted MSDS Data process will need to be re-run for those changes to be included in the XML file.

The Include Error Students in the MSDS Extract checkbox provides the option for a user to extract a student’s information that registers an error. This may be helpful if the district wants to pull a student’s record and make a slight update to correct the error, but not yet make the change in the live data. Usually, this is not recommended for the final extract process, but can be very useful in early data pre-checks by allowing all the data to be pulled in to the Maintain for review. With the option deselected, only error-free student records will extract.

Adult ED FTE to use remains on the template for historical purposes only, as Adult Ed is no longer reported in MSDS.

Extract Ranges

	Low	High	<input checked="" type="checkbox"/> Include All Schools	<input type="button" value="Schools"/>
* Entity:	<input type="text" value="000"/>	<input type="text" value="999"/>	<input checked="" type="checkbox"/> Include All Calendars	<input type="button" value="Calendars"/>
* Enrollment Dates:	<input type="text" value="10/04/2018"/>	<input type="text" value="02/13/2019"/>		

The Extract Ranges section allows for filtering by a range of entities. When running the extract from the district entity, a contiguous range of entities may be run to review smaller groups of schools at a time in data pre-checks.

The Enrollment Dates range will pre-fill based on the School Year and Submission selection on the template.

For any General Collection, the Enrollment Dates range should default to a Low date of the day after the previous Count Date and the High to the current submission’s Count Date. These dates are defined as each collection’s enrollment date range by the state and should generally never be changed.

SRM Collections can be extracted as often as the district needs in order to update student data between General Collections with the state. The Count Date should generally be the current date or, in some cases, a recent date when student data was reviewed and deemed accurate for reporting. It is important to use a Low date in the SRM Collection of the day after the Count Date used in the most recently certified General or SRM collection. This ensures data is not reported twice. The state recommends running an SRM collection at least once a month. These collections do not affect funding but can report important information that may be missed between General Collections.

The user has an option to print All Schools within the Entity range entered and/or All Calendars in range but can deselect either of these checkboxes and select the appropriate button to individually select which School(s) and Calendar(s) to include in the extract.

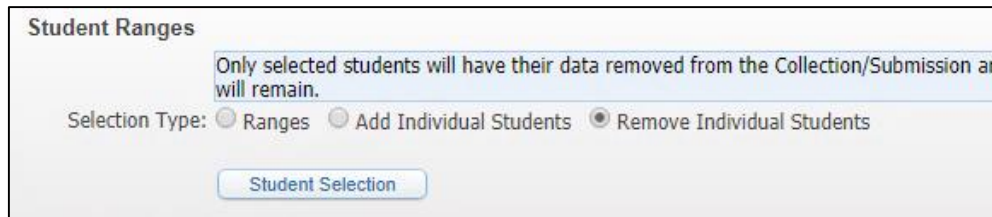
In the Student Ranges section, the user can determine whether the extract process should be run for a wide-open range to include all possible students, for just one or a few individual students, or a pre-built Processing List of students to be reported.

The screenshot shows the 'Student Ranges' form. At the top, a message states: 'All data for the Collection/Submission will be removed and only data for students within range will be extracted.' Below this, the 'Selection Type' is set to 'Ranges' (indicated by a selected radio button), with options for 'Add Individual Students' and 'Remove Individual Students'. The 'Low' field for 'Student Key' is empty, and the 'High' field contains 'ZZZZZZZZZZ'. The 'Grad Yr/Grade' fields show '0000' for the low value and '9999' for the high value.

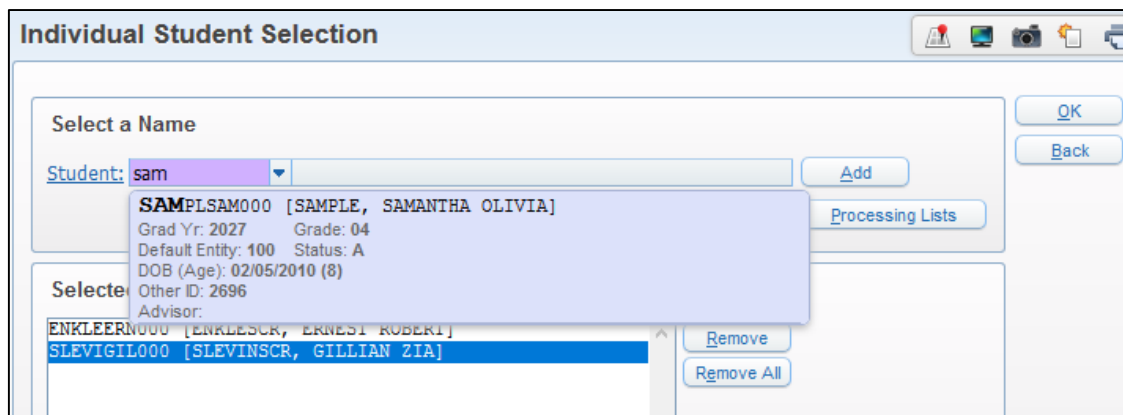
Ranges: This default option is most commonly used. When any process is run using Ranges, any data that had been previously extracted to the Maintain Extracted MSDS Data for that School Year and Submission is first completely removed. Then the process uses the ranges entered in the template to extract the data within the system that is appropriate for that School Year and Submission, at the time of that extract. Set the Student Key range to a range like ! to ! to completely clear out the queue.

The screenshot shows the 'Student Ranges' form with the 'Add Individual Students' radio button selected. The message at the top reads: 'Only selected students will be extracted for the Collection/Submission and remain.' The 'Selection Type' is 'Add Individual Students'. A 'Student Selection' button is visible at the bottom of the form.

Add Individual Students: This option can be used to extract just the selected students to the Maintain area if the queue is empty, or it can be used to add the selected students to the queue of data already extracted in the Maintain using the Ranges option. When using Add Individual Students, the template will default to the Extract Only option. Click on the Student Selection button, and use the Student lookup to find a student, then click Add. Repeat until all students needed are displayed in Selected Names, and then click Ok. Save and Print your extract. The Export Extracted MSDS Data process will need to be run to generate the XML file with the added records for submission to the state.



Remove Individual Students: This option can be used to remove all components from the Maintain area for the previously extracted student(s) selected. Students should never be manually deleted from the Maintain, as the user will be unable to completely remove the schema attached. Like the Add Individual Students option, the template will default to the Extract Only option. Click on the Student Selection button, and use the Student lookup to find a student, then click Add. Repeat until all students needed are displayed in Selected Names, and then click Ok. Save and Print your extract. The Export Extracted MSDS Data process will need to be run to generate the XML file with the records removed for submission to the state.



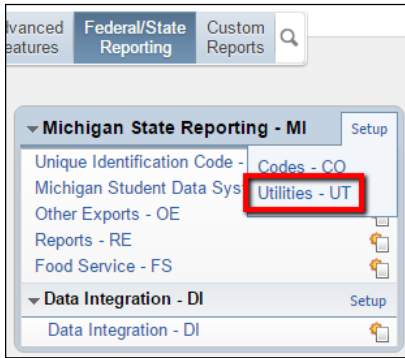
Add or Remove by Processing List: Processing Lists can be created by running various reports in Skyward, such as Data Mining reports, to create a list of specific students for reporting purposes, or by manually adding students to the list. The Processing List can be used throughout the system to run other reports (including State Reporting submissions). Submit a service call, if you need help getting started with Processing Lists. The custom list of students in your Processing List (i.e. Early College Students, Early Grads, etc.) can be dropped in quickly to an extract to pull just those students in a TSDL, SRM, or other collection.

In the above Individual Student Selection image, the Processing Lists button is seen at the right under the Add button.

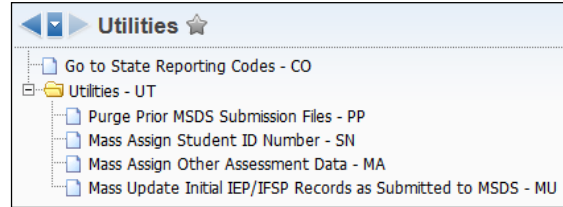
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Setup-Utilities

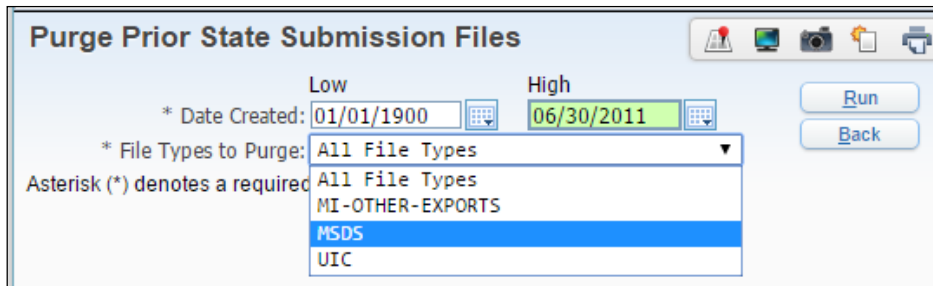
1)



2)

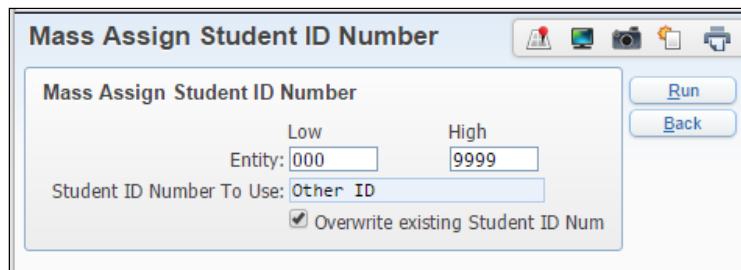


Purge Prior MSDS Submission Files: This utility may be used to completely purge all data submission files that have been generated in the system for a date range. The utility may also be used to further filter to only specific types of files, as shown:



This utility was used more commonly in prior years when server space was sometimes an issue. Today, the file sizes of those files removed by this utility are usually considered minimal, so it is rarely used.

Mass Assign Student ID Number: This utility allows the user to mass-populate the Other ID value from Skyward as the Local Student ID field in MSDS. It is recommended that the utility, if used, be run from the District entity with the Entity range wide open and the Overwrite option selected. This will consistently update all students to report their Local Student ID as the Other ID in Skyward (even if that field has been accidentally changed somehow between runs). It is strongly recommended this utility be run prior to each extract of the Request for UICs.



Mass Assign Other Assessment Data: This utility may be used to mass assign values to a range of students for the Assessments component. Add a Template to review the options available. Below is a sample of how this utility might be used to mass assign the Early Literacy and Mathematics Assessment to all Kindergarten students in an entity.

Mass Update Records As Submitted to MSDS:

Checkboxes exist on the Special Ed Evaluation’s Initial IEP section, Early On record’s Initial IFSP section, and Part C Assessments to flag these records to no longer report to the state, once they have already been submitted.

The Initial IEP Component, Initial IFSP Component, and Part C Assessment Component are reported only in the General Collection or the SRM Collection. Once one of these is sent to the state, use this utility to

mass select the checkbox for the chosen Record Type for the entered date range. This will ensure that the selected record type in that range will not continue to be submitted in future collections.

Mass Update Records as Submitted to MSDS - Entity 000 - WS\SR\MNPS\UT\MU - 33206 - 05.19.10.00.03...

Not secure | broker6/scripts11/cgiip.exe/WService=30337web/ssrmiedit093.w?isPopup=true

Mass Update Records as Submitted to MSDS (102)

Template Settings

* Template Description: **Update Part C Assessments**

Share with other users in entity 000

This utility will select the checkbox to indicate Initial IEP/Initial IFSP/Part C Assessment records have been submitted for MSDS, based on the date range entered. The process will use the Initial IEP Completion Date for Initial IEP's, the Referral Date for Initial IFSP's, and Assessment Date for Part C Assessments.

Utility Ranges

* Record Type: **Part C Assessment**

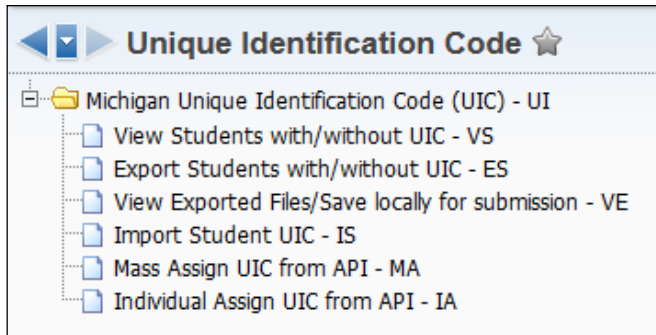
* Start Date: **07/01/2019** * End Date: **06/30/2020**

Asterisk (*) denotes a required field

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Request for UICs process

Unique Identification Code



While users may opt to look up new students on the CEPI web site, one by one, and manually type in the UIC for each new student on the MI/NCLB screen, this can be an extremely time-consuming process and allows for errors in the UICs with typos. Skyward provides two methods for UIC resolution and assignment.

Getting started

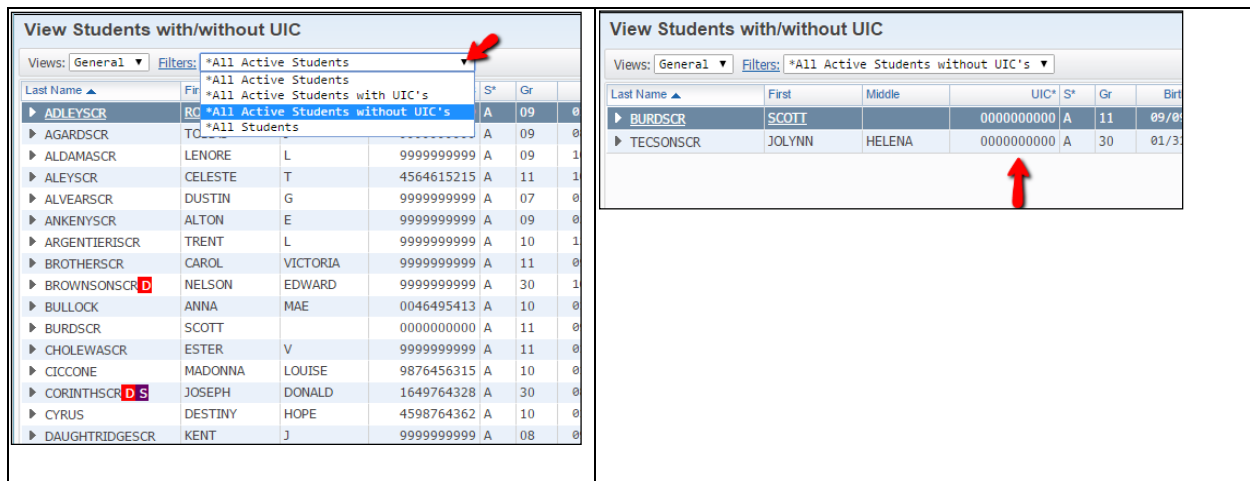
The first two steps are the same for both methods:

Step 1: Mass Assign Student ID Number

[This Skyward utility](#) is usually used to accomplish this step. Follow the link for more information and instructions.

Step 2: View Students without UICs

If it is already known that there are new students who need UICs assigned, this step may be skipped. This step just checks to see if any new students have been added to the database that need a UIC, using the **View Students With/Without UIC** option. By default, the first time this option is selected, all active students will appear in the initial list shown to the user. There is a pre-made filter to show only active students without a UIC. Select that filter, as shown:



Any student with a blank UIC is then displayed. Blank UICs display in the list as all zeroes, as shown.

Once this filter option is selected, it will always then be the default filter, unless it is again changed. This means that, for future UIC checks, simply select the View Students With/Without UIC option and only students that are awaiting a UIC being filled will initially populate the list. If the designated filter is selected and the list shows no students, then all UICs for all students are already filled and no further action or resolution is required, at this time.

This check should be done on a regular schedule to check for new students to the district.

Once it is confirmed that there are students for whom a UIC needs to be filled, continue to Step 3, using one of the following methods:

[XML method – Resolution on CEPI web site](#)

This method is available to all Michigan customers. The process uses the “Export Students with/without UIC” process to find and extract students with a blank UIC, generating an XML file that can then be saved from the “View Exported Files/Save locally for submission” area and uploaded to the state. After uploading the file to the CEPI web site, that site processes the students to find matches and offers a dashboard interface there to allow the user to resolve any multiple matches found. Once all UICs are resolved on the web site, the user can then download a file containing all of the resolved UICs. This file is then imported into Skyward using the “Import Student UIC” option.

[API method – Resolution in Skyward via the Data Hub](#)

This method can be used by any customer whose database has been connected to their state Michigan Data Hub for Ed-Fi and API state reporting via nightly data transfers. This method is much faster and easier. Where the UIC is an automatic match, it is assigned. Where the user would need to resolve a UIC on the CEPI web site, users can review and optionally assign the state’s proposed UIC to a student immediately, right in Skyward in a fraction of the time, with no exporting or importing needed.

If multiple matches are found by the state for a student, both of these methods also allow a way for the user to decline provided existing UICs and request the state manually review and still assign a new UIC. The API method also provides a way to check the status of these requests within Skyward.

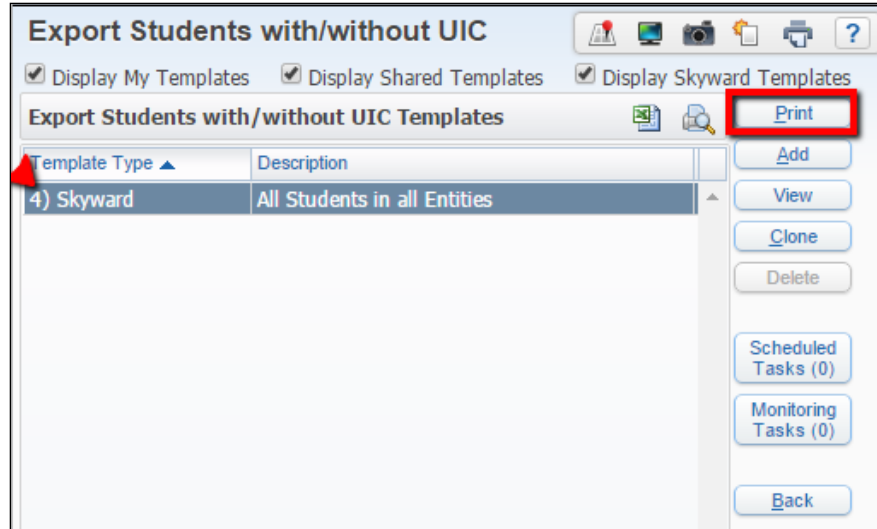
For either method, it is recommended to run the option(s) from the District (000) entity. Filters can be assigned, if there are any students within the database that should not have a UIC assigned, for any reason. The process can be run from an individual entity, but this may result in some students having a UIC assignment delayed or missed.

Once it is determined UICs are needed for new students, choose a method and move to Step 3.

XML method – Resolution on CEPI web site

Step 3: Export Students without UICs

Select the **Export Students with/without UIC** option. Skyward has provided a template that should be selected, by default. Click the Print button at the upper right to extract the students whose UICs are blank.



The process will run in the Print queue and generate a report, when done. The report will list students that will be included in the Request for UIC file to be generated, sorted by School and listed in alphabetical order. Review the list, if desired. No further action in this area is required. Back out of the template area and proceed to Step 4.

Step 4: Upload file to CEPI

This step allows saving the file to a desired location to prepare for upload. Select the **View Exported Files/Save Locally for submission** option. When Step 3 was run, the Request for UIC file was generated and the file should be listed at the top. Be sure the date and time on the file matches when Step 3 was completed, to prevent an older file from being accidentally selected. Click once on the correct file, then select the View button at the upper right. Different web browsers handle the save process differently. Use your Skyward-supported browser to Save the file to the Desktop or other location where it can be easily found later.

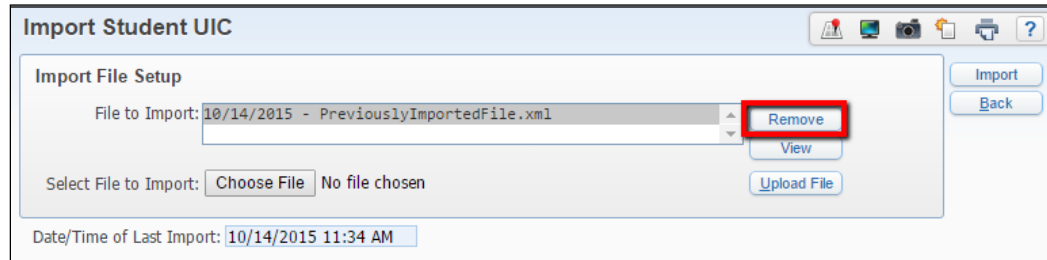
Log in to the CEPI-MSDS web site and navigate to the file upload area. This is the same area where all CEPI file submissions are sent. Upload the file that was saved using the Request for UIC upload type. There may be two options, so be sure to select the correct one. After the file has been uploaded, check the file status and then navigate to the file review area on the state web site. UICs will have been already generated for most students. If the CEPI system has determined UIC resolution is required for any student, then those UICs will need to be resolved in the state’s web site. Follow CEPI's procedures for completing all UIC resolution and any error resolution. When all records are resolved, and no errors remain, CEPI provides a Download option of the generated UICs. Download the file to the Desktop or other desired location that is easily found, but keep that CEPI screen open, for now.

Step 5: Import UICs

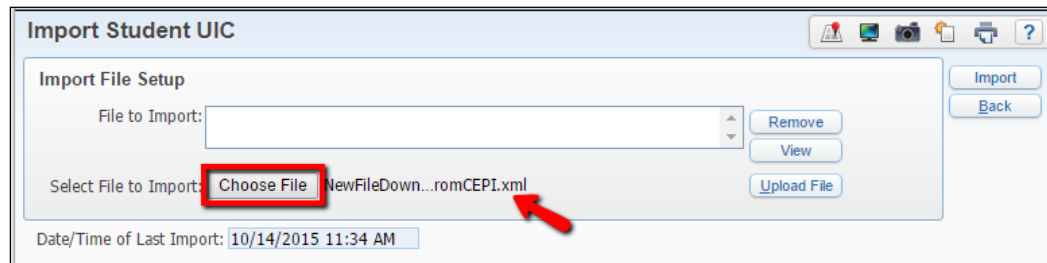
Return to the Skyward UIC menu and double check that the same entity used earlier is selected now. Again, it is recommended to be in the District (000) entity. If the file was generated from the District

entity, but is imported to just an individual entity, only students in that now-selected entity will be imported. If the file was generated in an individual entity however, the new UICs MAY be imported with the District (000) entity selected, as the 000 would include the individual entity.

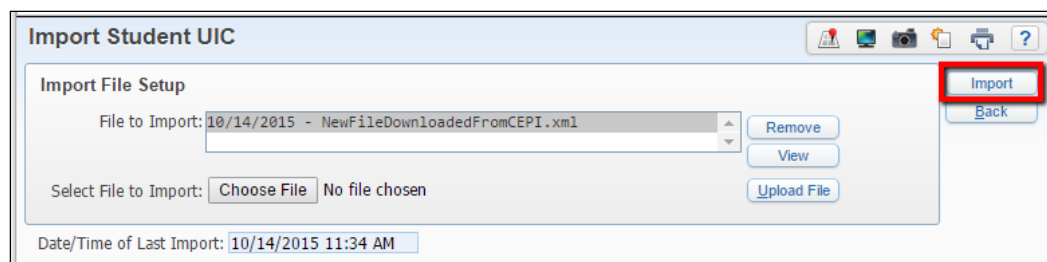
Select the final option, **Import Student UIC**. First check to see if the File to Import area already has a file displayed. This may have been left from a previous import. If the File to Import box is NOT empty, select the Remove button to clear any old files out.



Once the File to Import box is clear, select the **Choose File** button. This will open a browse to allow the file that was downloaded from the MSDS web site to be selected. Be sure the Downloaded file is selected and not the file that was Uploaded to Request the UIC(s). Usually, the name of the file that is Downloaded and should be selected will contain the name of the CEPI user that was logged in. Selecting the file will again show the Import Student UIC screen. A small preview of the selected file will appear next to the Choose File button, as indicated by the red arrow here:



Select the **Upload File** button. The file selected should then appear in the File to Import box.



If the correct new file just downloaded from CEPI is correctly appearing in the File to Import box, select the Import button to run the import process.

All the new UICs will be automatically imported. Confirm by returning to the **View Students With/Without UIC** option. If all UICs are filled, no students should now appear in the list.

Step 6: Delete file on CEPI web site

Once it is confirmed that the UICs have imported successfully, return to the CEPI web site screen that was left open and DELETE the file that was downloaded.

If this last step is not completed, the next time a Request for UIC file is uploaded, those students already resolved will continue to appear in the review area and in the next Download file, although they will NOT import again. Only students with blank UICs in the system will be automatically filled with this process.

API method – Resolution in Skyward via the Data Hub

Step 3: Mass Assign UIC from API

Select the **Mass Assign UIC from API** option. If this is the first time this process is being run, select the Add button to create a template.

Type in a Template Description. The defaults created in this new template will now be set to find all students who have a blank UIC.

School Year: This should almost always be set to Current, but can be adjusted, as needed.

Plugin: This will usually pre-fill with the only option set up for your database but check to be sure there is not any other option to select. If multiple options are found, they should be labeled, but if you are not sure which to select, contact your local IT department or submit a service call to Skyward for help in determining which Plugin should be used.

Student Selection: By default, the **By Range** option is selected and will have the ranges set to include all students, but only students without a UIC are processed. **Individual** students can be selected by alphakey for 1 or more students to be selectively chosen for UIC assignment. If desired, a **By Processing**

List option is also provided and may be useful if needing to more quickly assign a smaller, specific subgroup of students, such as Migrants, when reporting rosters in TSDL within the 10-day deadline after enrollment or after withdrawal or such as Early Childhood students being enrolled to start later in the school year, but typically this process can be run wide open to report and/or resolve all students at once.

Update Options:

Assign UIC from the state API:

- If this checkbox is **selected**, students not requiring UIC resolution are immediately assigned their new UICs, when the process is run. The UIC will appear on the students’ MI/NCLB tab and on a printed report that is generated in the process.
- If the checkbox is **deselected**, the process will only report the students whose UICs are blank, working similarly to the **View Students With/Without UIC** option in Step 2, above, but providing a printable report.

Check status of pending requests for a new UIC:

It is always safe to leave this checkbox selected. If there are any pending requests, their status will be included on the final report. If there are no pending requests, nothing will appear in the report for this option. The option is only to allow users an easy way to review any UICs they previously submitted for manual review and assignment by the state.

On Save and Print, the students without UICs are found in the system and transferred to the state, automatically. The Data Hub processes the UICs and communicates them back to the database, where they are assigned automatically, if needing no resolution, such as for a new student with no found matches or for whom only a single, highly weighted match was found. If the Check status option is selected, that status for any student is included on the generated report.

05.18.02.00.09 Mass Assign UIC from API

The pending approval was checked. It is still waiting.

Students with a Request for New UIC Pending State Approval						
Last Name	First Name	Name Key	Entity	Date Req.	Status	UIC Assigned
Max	Mad	MAX MAD000	408	04/25/18	Waiting	

Students with a Single Match Found or Created and UIC Assigned				
Last Name	First Name	Name Key	Entity	UIC Assigned
Max	Mad	MAX MAD001	101	XXXXXXXXXX

This student did not have a UIC. There was a single match in the API. It has now been assigned to the student.

If there had been multiple matches, then the UIC would not be assigned. The student would be printed in a list of students to review on the Individual Assign screen.

Step 4/Optional: Individual Assign UIC from API:

This optional method is used to resolve any individual students whose UICs could not be mass-assigned without resolution. The method can also optionally be used to look up any student in the database and check it against the state’s API/Data Hub to try to find and assign a match, on demand.

**1. Search for a student.
His information will populate.**

**2. Click Search API.
The API will be searched for this student
and the results will be populated below.**

**3. Click Assign to assign the selected Unique ID to the student.
If there aren't any good matches, then click "Request New UIC".**

Individual Assign UIC from API (95)

Search Options

Ed-Fi Plugin: 1 - Skyward EDFI MI - Tim Hall Public Schools

Mode: Student Search Manual Search

Student: MAX MAD001 Max Jr, Mad R

Unique ID: 0000000000

First Name: Mad

Middle Name: R

Last Name: Max

Suffix: Jr

Gender: M

Birth Date: 06/18/01

Search Results

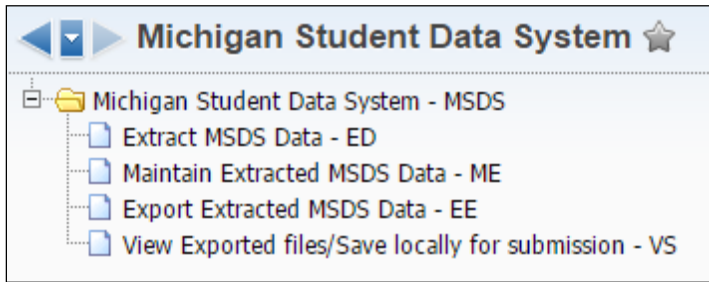
Unique ID	First Name	Middle	Last Name	Suffix	Gender	Birth Date	Match Weight
191840774	Mad		Max		M	2001-06-18	100

Buttons: Back, Search API, Assign, Request New UIC

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MSDS collections process

Michigan Student Data System

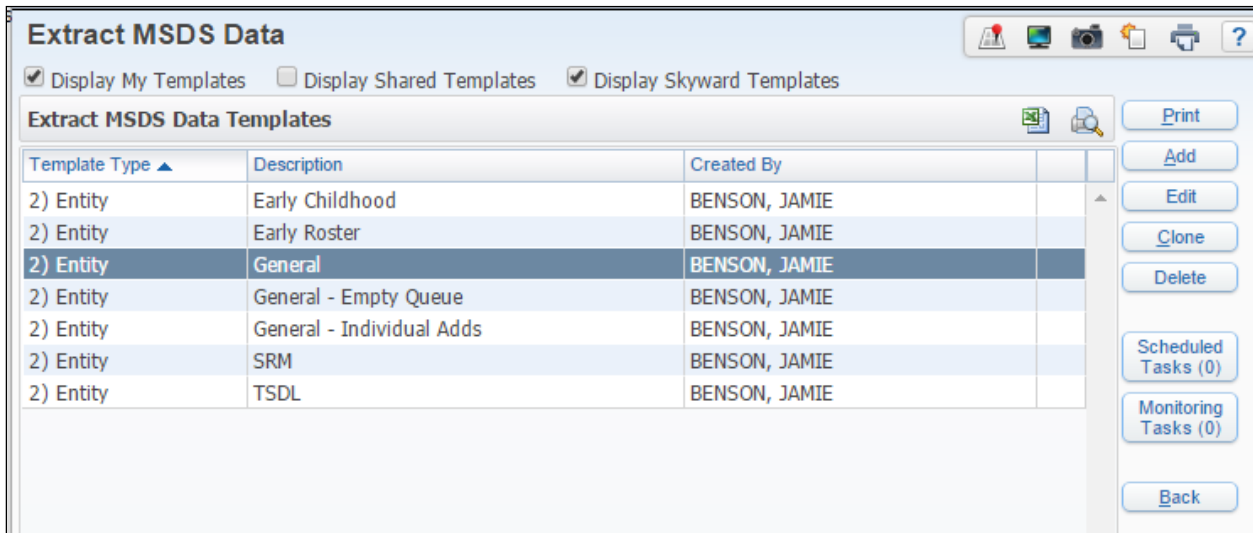


This process is used to Extract, Maintain, Export, and Save the data files to be submitted to the state for the following collections:

- **Early Childhood**
- **Early Roster**
- **General**
- **Student Record Maintenance (SRM)**
- **Teacher Student Data Link (TSDL)**

Step 1: Extract MSDS Data

This area is used to extract the data from the system. Select Add to build a template. A template is created for the specific collection/process that runs in the Print queue.



It is always recommended that any collection extract be pulled as closely as possible to any specified Count Day, but most fields in Skyward track dates and historic records and MSDS extracts may continue to be pulled, even after a specified Count Date. Final TSDL extracts may be run for either the current school year or the prior school year, but it is again recommended to process in the current school year, as close to the end of the school year as possible, once grades are finalized.

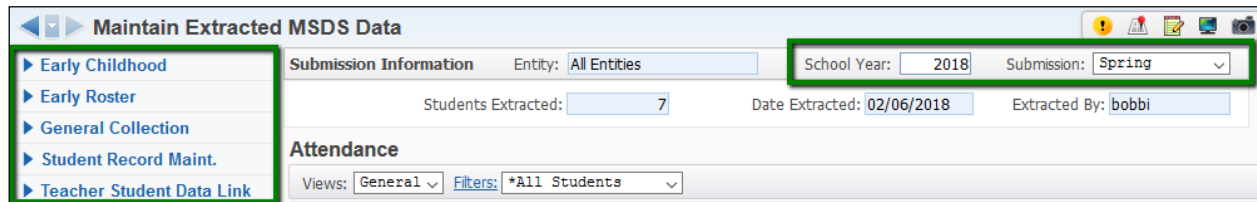
Refer to the [Introduction](#) section of this manual and CEPI specifications for details on individual collections and ranges that should be used for various extracts.

Step 2: Maintain Extracted MSDS Data

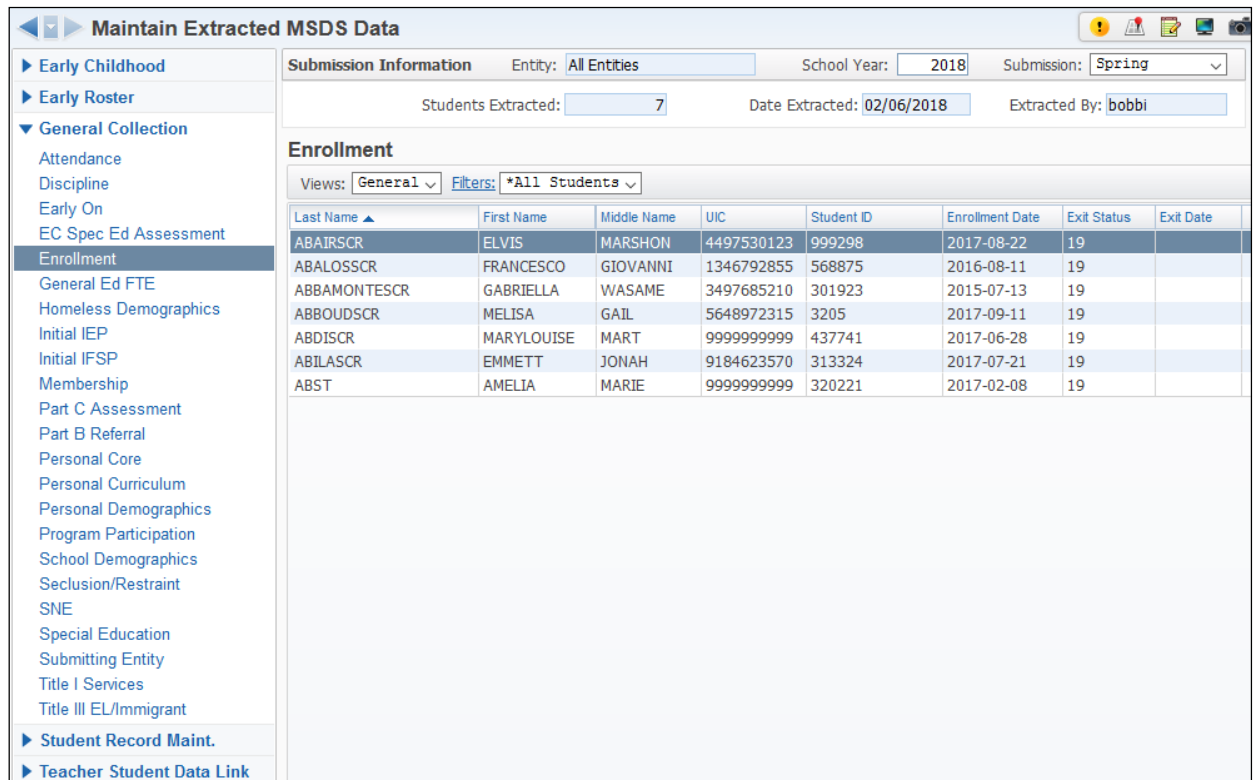
Once the data for a collection is extracted, it can be viewed in this area. The school year, collection and any submission are selected and the records that have extracted are then viewed. By editing a selected record, data that was extracted, say as of the night of Count Day or morning after, can be manually adjusted without re-pulling the extract.

It is important to note, however, that updating a value in this area DOES NOT update the actual data in the database. It only maintains the already extracted snapshot data that will be reported to the state. If corrections are being made to reported data, they should usually be made in the main database, as well.

When entering the Maintain area, first be aware of the five collection areas on the left side menu.



Expand the collection being run to view the components within it. Once a component in any of those collections is selected, the School Year may be entered to access the last extract of that collection and component that was run in that school year.



For Early Childhood, General and TSDL collections, the Submission field may also be selected. Above, the Enrollment component has been selected in the General collection for the 2018 Skyward school year

and the Spring submission for that Skyward school year. The 2018 School year's Spring collection, as shown, would review the collection pulled for the Spring collection in the 2017-18 school year.

Expanding a collection shows all the components that are reported in that collection, even if no extract has been yet pulled for that collection/submission or if no students were pulled for that component. Selecting the component itself reveals the records that will be reported.

Edit Student

Student: ABDISCR000 ABDISCR, MARYLOUISE M. School Year: 2018 Submission: Spring

Save Back

Student Information

Last Name: ABDISCR First: MARYLOUISE Middle: MART
 UIC: 9999999999 Student ID Nbr: 437741

Fields Extracted for Enrollment Component

Enrollment Date: 06/28/2017
 * Exit Status: 19 Expected to continue in the same school district
 Exit Date:

Asterisk (*) denotes a required field

Select a record and Edit. Although the student's name and basic identification numbers are viewable, only the fields reported in that component may be edited/maintained.

Step 3: Export Extracted MSDS Data

When the data has been reviewed and it is ready to be reported, select this option.

Export Extracted MSDS Data

Run Back

Export Options

* School Year: 2018
 * Collection: General
 * Submission: Spring

Asterisk (*) denotes a required field

Enter the same School Year, Collection, and Submission (if applicable) and Run. This process generates the XML file that will be uploaded.

Step 4: View Exported files/Save locally for submission

When the data has been exported, select this option, click on the appropriate file, and View. This will allow the file to be saved to the Desktop or other easy-to-find location, where it can then be uploaded.

View/Save Locally for MSDS State Transfer

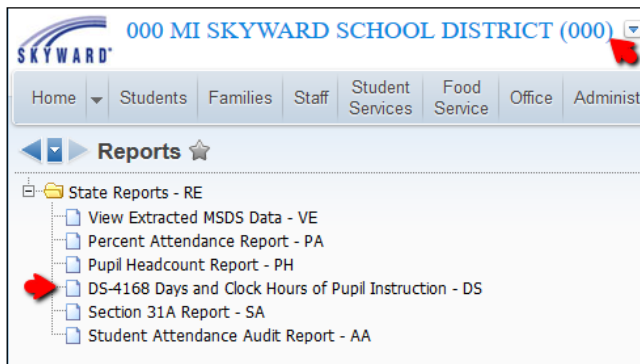
Views: General Filters: *All Files View Delete Back

Date Created	Time Created	Submission	Created By	Entity	File Size (KB)	File Name
02/06/2018	Tue 10:27 am	Spring	BENSONSCR, JAMIE	000	1.85	99996_EARLY_CHILDHOOD_201802061027.xml
02/06/2018	Tue 10:23 am	Spring	BENSONSCR, JAMIE	000	12.57	99996_GENERAL_COLLECTION_201802061023.xml
02/05/2018	Mon 8:10 am		BENSONSCR, JAMIE	000	5.732.57	99996_TSDI_201802050809.xml

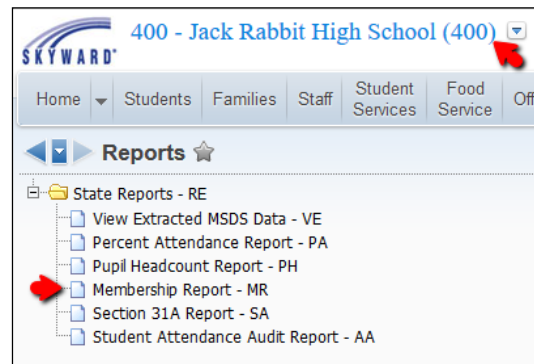
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Reports

Reports specific to Michigan State Reporting are available and the menu varies slightly, depending on whether it is accessed via the 000 district entity or an individual entity.



Reports menu from the 000 district entity.



Reports menu from an individual entity.

View Extracted MSDS Data: This option allows the user to pull a report of the data that is already extracted into a submission without extracting the data again.

Percent Attendance Report: This report generates the report commonly referred to as the 75% Attendance Report and can also be used for various other attendance and calendar reviews.

Pupil Headcount Report: Besides using this as a standard Headcount Report, by using the Entry and Withdrawal codes set up in the system, this report may also be used to generate a report of transfers, both to and from other districts, as well as within the district itself. It can also be used to report graduation/completion information.

Section 31A Report: This report generates a list of the students in the system with [31A \(At-Risk\) records](#).

Student Attendance Audit Report: The purpose of this report is to allow users to quickly and easily run a detailed report for state Auditors. Regardless of how the entity is configured to count attendance internally within the district (for discipline or other purposes, such as to use half days), this report will provide a detailed printout of the students who were absent during a date range (such as for 10/30 Day Rule or for any Count purposes) within any one school year and can calculate the attendance to match MSDS extracts and the Percent Attendance Report, where a student is counted as absent on a date, only if they are absent for a full day. If the school does configure period minutes in a calendar, this allows for reporting of that, as well.

DS-4168 Days and Clock Hours of Pupil Instruction (district entity only): This report may be utilized to create the report or help with calculating partial information that may then be filled into the state form for the report of the same name.

Membership Report (individual entity only): Use this report to create the final building Alpha List/Membership Report for each school/entity.

District Configuration

District Information Configuration

Product Setup > Skyward Contact Access > District Setup > Configuration > District Information Configuration

District Information Configuration

Save
 Back

District Information

Administrator:

District Name:

District Web Site:

State: Country:

District Code:

Michigan ISD:

Print MSDS Multiple Student Enrollment

Use Local Defined Notes

Combined Student and Business Database

Database Purpose:

System Defaults

Zip Code:

Area Code:

2nd Phone Type: 3rd Phone Type:

Default Case

Name Fields:

Address Fields:

Accept Street by Name and Type

District Code: Enter the MDE-assigned district number. This value is reported as:

- The Fiscal Entity Code for Early Childhood Programs Component.
- The Operating District Number in the School Demographics Component.
- The Submitting Entity Type Code for the Submitting Entity Component (when run from the district entity).

Print MSDS Multiple Student Enrollment: When students are enrolled in more than one district school, simultaneously, the state allows that district to report the student either of two ways. By default, this option is not selected and MSDS Extracts and Membership Reports (alpha lists) will combine both enrollments and report the student with combined attendance from their default entity and school. If the district desires, this option may be selected to force these students to extract a separate record for each student enrollment and to print the student on multiple Membership Reports.

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State Reporting Configuration

Product Setup > Skyward Contact Access > District Setup > Configuration > State Reporting Configuration

The screenshot shows the 'State Reporting Configuration' window. It features a title bar with a help icon and a camera icon. Below the title bar is a 'State Reporting Options' section with the following checkboxes:

- Allow entry of Operating District Number (ISD) on Student Entry/Withdrawal screen.
- Prorate General Ed FTE based on 10/30 Day Rule. [?]
- Zero out Special Ed FTE if General Ed FTE is 0 due to 10/30 Day Rule. [?]
- Use District Entry Date for MSDS Entry Date calculation.
- Data Integration Site

 To the right of these options are 'Save' and 'Back' buttons. Below the options is a 'Carnegie Credits Conversion' section with a text input field containing '1.5' and the label 'Credits = 1.0 Carnegie Credit'. Underneath is an 'Entities using the Student Retained flag to determine Completion Status [?]' section with a list box containing:

- 087 - 087 - Early Childhood/Early On
- 101 - 101 - Tri Elementary
- 100 - 100 - Semi Elementary

 An 'Entities' button is located below the list box.

Allow entry of Operating District Number (ISD) on Student Entry/Withdrawal screen: Select this option to activate the ability to enter an Operating District on the Entry/Withdrawal screen for all students. The option is primarily used in county-wide databases. The ISD is no longer separately reported to the state, but any district may continue to choose to use this option.

Prorate General Ed FTE based on 10/30 Day Rule: When this option is not selected, and a student does not attend on Count Day, their General Ed FTE will be reported as 0.00. When selected, the MSDS Extract and the Membership Report uses the percentage of scheduled periods attended at least once during the 10/30 Day Rule window to automatically prorate the General Ed FTE only, based on the student’s attendance during the 10/30 Day Rule window.

Example: A student is eligible to be claimed for 1.00 General Ed FTE, has 8 periods of scheduled classes, and attended only 4 of those periods at least once during the 10/30 Day Rule window. Their General Ed FTE will be prorated by 50% ($4/8 = 0.5$). General Ed FTE would calculate to be 0.50 ($1.00 * 0.5$).

For the 10/30 Day Rule to calculate correctly, the [Absence Type Code](#) used for the student’s absence record on Count Date must be set to Unexcused or Excused and scheduled courses must be set to Keep Attendance in order to be considered.

If the absence on Count Day is Unexcused, the student must have attended school at least once prior to Count Day for any FTE at all to be calculated. Any classes they did not attend on Count Day that were unexcused must be attended by the student within 10 school days after Count Day in order for FTE to calculate for that period.

If the absence on Count Day is Excused, the student need not have attended school prior to Count Day. The student may be enrolled on Count Day and have Excused Absences recorded for every period and still have the potential to be reported for at least some FTE. Any classes that the student did not attend

on Count Day that were recorded as Excused absences must be attended by the student within 30 calendar days after Count Day in order for FTE to calculate for that period.

Zero out Special Ed FTE if General Ed FTE is 0 due to 10/30 Day Rule: Checking this option will force the MSDS Extract and Membership Report to extract Special Ed FTE as 0.00, if a student's General Ed FTE is 0.00 due to unfulfilled 10/30 Day Rule requirements.

Use District Entry Date for MSDS Entry Date calculation: If this option is checked, the Extract MSDS Data and Export Students with/without UIC processes will pull District Enrollment Date from the District Entry Date field at Student Management > Students > Student Profile > MI/NCLB tab, if a date is entered there and it is greater than 01/01/1900. Otherwise, it will continue to be calculated.

Data Integration Site: Select this option to turn on Data Integration for the district. Separate documentation in the Michigan State Reporting's Data Integration submenu area is available.

Carnegie Credits Conversion: If Carnegie Credits are not already being used by the district (1 credit given for a full year of high school credit), the Carnegie Credits Conversion Factor option should be used. Credits will be divided by the factor entered, in order to determine the equivalent value in Carnegie Credits for the Credits Granted field in the Student Course component.

- Example: If a school is using Trimesters and awards .5 credits per trimester completion, the Carnegie Credit Conversion is entered as 1.5 credits. The student will report as 1.00 credits for the TSDL Student Course Component. (1.5 credits earned/1.5 Carnegie Credits conversion = 1.0 Carnegie Credits)

Entities using the Student Retained flag to determine Completion Status: The entities selected here are typically elementary entities in which students do not receive grade marks for course completion. The entity may also use an extensive Standards Gradebook and the district chooses to only report Pass/Fail to indicate full grade level completion at year end instead of additionally generating a Term grade (which also adds to the Gradebook) to report all marking period grades.

When an entity is selected here, for any student enrolled in a class in that entity, the TSDL extract process will check the student's Retained status rather than reporting actual grades. The following process is used by the system:

- 1) The process will also check if the course has a Subject Area (set in the Curriculum Master with the first two digits of the State Course Code) that is greater than 22 to confirm the course is considered Prior to Secondary.
- 2) The system will then check to confirm whether the class has had any Term grade entered or if grading hasn't been set up by checking the Grade Buckets assigned to the appropriate Grade Set for Semesters/Terms.
- 3) The process will then check the Retained flag on the Entry/Withdrawal record, to see if the student was already retained. For this reason, if students are retained manually with a Status Change on the Entry-Withdrawal screen or if TSDL is being run after the year-end has been processed, it is especially important for those flags on the Entry-Withdrawal screen to be properly set in the withdrawal process. If the TSDL processing year is equal to the current school year for the entity, then the Retained flag at Students > Students > Student Profile > General > Profile is checked. (If

that flag is set with a NY Grad year of one number higher than the current grad year, the student will be automatically retained, in mass, through the year-end process.

- 4) The MI/NCLB tab will also be checked to see if the Developmental Kindergarten flag is set to Yes. If so, then all the above logic is ignored.
- 5) Additional interchanges have been added to the Extract process which include the Student Enrollment, Master Schedule, and Staff Association.

If the student is **Retained**, the Completion Status for qualifying classes will report as **CF** (Completed/Failed).

If the student is **Not Retained**, the Completion Status will report as **CP** (Completed/Passed).

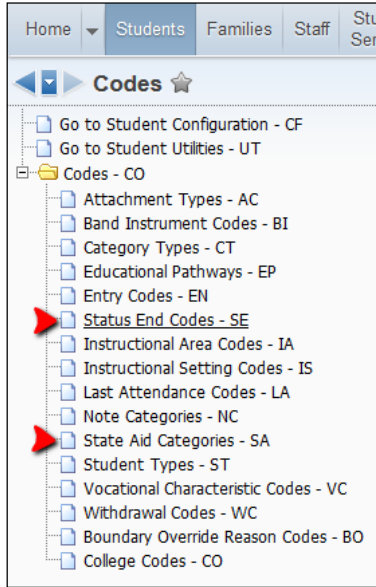
If the student was **withdrawn** from the course, **WE** (Withdrawn/Exited) will be reported.

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Codes

Student Codes Setup

Students > Students > Setup > Codes



Status End Codes:

Status End Code:	PR
* Short Description:	PROMOTION
* Long Description:	PROMOTION
State Code:	19 Expected to continue in the same school district

State Code: The Status End Code itself can be anything the district wishes to display, but the State Code must be crosswalked to the correct code that should report as the **Status End** field in MSDS.

State Aid Categories:

State Aid Category Code:	CS
* Short Description:	Child of Staff
* Long Description:	Child of Staff Member-No SOC
State Code:	06 All other non-res students

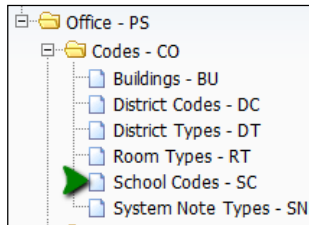
State Code: The State Aid Category Code may also display in Skyward as anything the district wishes, but each code must be assigned the appropriate State Code for reporting the **Student Residency** field in MSDS.

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Office Codes Setup

Office > Office > Setup > Product Setup > Codes

School Codes:



School Code Maintenance

Entity: 400 Jack Rabbit High School

School Code: 086

* School Name: Early Childhood - Contracted

Principal: AGTARMIC000 AGTARAPSCR MICKIE K

* District: 99999 TH Skyward Public Schools

Grades: -6 Thru: -1

School Number: 99086

Organization Number: 0

School Phone: (555) 555-1000

School Fax: (555) 555-0001

School Type: Private Public

Participates in Community Eligibility Provision (CEP)

Extreme Barriers to Education Focus ?

Grantee/Non-School Recipient ?

Agreement Number: 987654321

Kindergarten Ind:

Special Ed. Dept Chair: QUAILQUI000 QUAILSCR QUINN W

Campus Accountability:

Provider License Number: AB123456789 Tribal

Ed-Fi Information

Include School in Ed-Fi Data

School Category: Preschool/early childhood

School Num Override: 86 (set to 0 to use School Number)

Asterisk (*) denotes a required field

School Number: This state-assigned, 5-digit code identifying the school is extracted as the **School Facility Number** in the School Demographics Component.

Extreme Barriers to Education Focus: If the school code represents a school in the district that focuses on educating students with Michigan-defined extreme barriers to education, select this checkbox to allow students enrolled in this entity to generate FTE to be claimed when the student is over 20 years old (and under 22 years old) by September 1st of the school year for which a General Collection is extracted.

Grantee/Non-School Recipient: If the Fiscal Entity Type Code should be reported with a value of 'A' (Agreement Number), this checkbox should be selected. This also activates the Agreement Number field directly below it.

Agreement Number: When the Grantee/Non-School Recipient field has been selected, this field may be used to enter a 9-digit Agreement Number to be reported for the Fiscal Entity Code.

Provider License Number: Reported in the Early Childhood collection, this 11-digit code is reported for students receiving services in that location. The School code is then assigned to the student on the Entry-Withdrawal tab. The code is required, when reporting students with an Early Childhood Program code of "01" (GSRP), "02" (GSRP/Head Start Blend), or "03" (Head Start).

Tribal: This checkbox should be selected if the Early Childhood program is one operated by a tribal community, not licensed by the state. The 14-digit code assigned by the Early Childhood Investment Corporation can then be entered and saved, to be reported as the Provider License Number.

Ed-Fi Information:

Include School in Ed-Fi Data: This checkbox is selected by default, but can be deselected, if the school or program this School Code represents should never be reported to the Michigan Data Hub.

School Category: If this school/program is included in data sent to the Michigan Data Hub, the code needs to have the category that best describes it assigned here.

School Num(ber) Override: If the state-assigned, 5-digit School Number for this School Code is shared with another School Code in this database that is also reported to the Michigan Data Hub (Include School in Ed-Fi Data is selected), then a unique integer should be assigned in this field, if Michigan Data Hub dashboard reports (such as the “At-A-Glance” report) should list this school and its students separately. Otherwise, all schools with the same School Number are merged into the same school reporting area with the name of the School and its Grade Level range being reported as the last set of records to transfer and student head counts will display all the students in all of the School Codes with the same School Number together in one grid.

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Name Maintenance Codes Setup

Advanced Features > Name Maintenance > Setup > Codes > Language Codes

Language Codes:

Language Code:	<input type="text" value="MLT"/>
* Short Description:	<input type="text" value="MALTESE"/>
* Long Description:	<input type="text" value="MALTESE"/>
Translator Language Code:	<input type="text" value="None"/>
MSDS Language Code:	<input type="text" value="mlt - Maltese"/>

MSDS Language Code: Select the accurate state-specific code for each Language Code. This value is reported for the students as the **Primary Language** in the Title III EL and Immigrant Component, based on the value assigned on the General Profile screen. Up to three different **Home Languages** are reported based on the value assigned as the Home Language on the Family screen(s). Only the MSDS Language Code assigned to the language is extracted for these fields.

Address Codes Setup

Advanced Features > Address > Setup > Codes >

County Codes:

County Code Maintenance (116)	County Code Maintenance (116)
County Code: <input type="text" value="73"/>	County Code: <input type="text" value="SAG"/>
* Short Description: <input type="text" value="SAGINAW COUNTY"/>	* Short Description: <input type="text" value="SAGINAW"/>
* Long Description: <input type="text" value="SAGINAW COUNTY"/>	* Long Description: <input type="text" value="SAGINAW COUNTY"/>
State Code: <input type="text" value="73"/>	State Code: <input type="text" value="73"/>
Asterisk (*) denotes a required field	Asterisk (*) denotes a required field

State Code: Above are just two examples of how the same county may have a code configured by different districts. The Skyward County Code field can be up to three characters with any desired values and is not directly reported, but the 2-digit state-specified code for the county must be entered in the State Code field, in order to be reported correctly. The field is reported through the [Family 1’s Home Address](#) and/or from the [MI/NCLB](#) tab as the **Student Resident County**.

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Demographics

General Student Profile

Student Management > Students > Students > Student Profile > General > Profile

Grade and General Information	
Student Name	
* First: <input type="text" value="JANIS"/>	Middle: <input type="text" value="BENET"/>
* Last: <input type="text" value="KEEZERSCR"/>	Name Key: <input type="text" value="KEEZEJAN000"/>
Name Prefix: <input type="text"/>	Name Suffix: <input type="text"/>
Grade Information	
Grad Yr/Grade: <input type="text" value="2022"/> <input type="text" value="09"/>	GLO: <input type="text"/>
Advance: <input type="text" value="No"/>	Retain: <input type="text" value="No"/>
NY Grad Year: <input type="text" value="2022"/>	Graduated: <input type="text" value="No"/>
Grad Req Base Yr: <input type="text" value="2022"/>	Graduation Date: <input type="text"/>
General Information	
* Date of Birth: <input type="text" value="05/18/2004"/>	Age: <input type="text" value="14"/>
Local Race: <input type="text" value="W"/>	ANCESTRY: <input type="text"/>
Ethnicity: <input type="checkbox"/> Hispanic/Latino Ethnicity?	Resident: <input type="text" value="Yes"/>
* Federal Race:	Transported: <input type="text" value="No"/>
<input type="checkbox"/> 1-American Indian or Alaskan Native	* Other ID: <input type="text" value="2479"/>
<input type="checkbox"/> 2-Asian	Conv. Key: <input type="text"/>
<input checked="" type="checkbox"/> 3-Black or African American <input type="text" value="1"/>	Library Card: <input type="text"/>
<input type="checkbox"/> 4-Native Hawaiian or Other Pacific Islander	Other Name: <input type="text"/>
<input checked="" type="checkbox"/> 5-White <input type="text" value="1"/>	School Email: <input type="text" value="scramblehome9"/>
Race/Eth Verified By: <input type="radio"/> Not Verified <input checked="" type="radio"/> District Staff <input type="radio"/> Individual Student	
Race/Eth Verified On: <input type="text" value="07/23/2018"/>	
* Language: <input type="text" value="ENG"/>	

First Name, Middle Name, Last Name, Suffix: The student’s legal name, as it appears on the birth certificate or legal document presented at the time of enrollment.

Date of Birth: This is the date on which the student was born, as it appears on the birth certificate or legal document presented at the time of enrollment.

Gender: Indicate if the student is male or female. These values are reported in the Personal Core Component.

Race/Ethnicity: Once a checkbox in the Federal Race area is initially selected, a box activates to the right of the race with a default value of 1. If a second race is selected as well, another box will activate, defaulting to 2, and so on. These boxes indicate a specific value for that race with 1 being the race the student considers Primary. If multiple races are selected and the priorities are considered equal, the values of 1 may be entered in more than one of the boxes. As an example, the above student registered, providing racial/ethnic choices as 50% White and 50% Alaskan Native. As shown, the student’s MSDS **Ethnicity** field will report as ‘100010’ in the Personal Demographics Component.

Language: This is the student’s Primary Language, reported in the Title III EL and Immigrant Component.

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Address

Student Management > Students > Students > Student Profile > General > Address

Address

Home:

Mailing:

[Edit Home](#)
[Add Mailing](#)

Family Members at Address [History](#)

Name Key ▲	Name	Family Id	Guardian #	Name Types	Move to New Home
ARELLMAY000	Maynard Arellanesscr	4020		FEE MANAGE CUST, FEE MANAGE PAYOR, FOOD	
ARELLROB000	Robbi Arellanesscr	4020	1	GUARDIAN	
BENNESUN000	Sung Bennefieldscr	4020	2	GUARDIAN	

Home: This is the student’s current home address that is entered in the Family 1 record. This is the address that will report for the student in MSDS, provided the Move In and Move Out dates encompass the date of the MSDS extract template.

Family

Student Management > Students > Students > Student Profile > Family > Family 1

Family Address Information

Address: [Street Name](#)

SUD: P.O. Box: Carrier:

Address 2: Own/Rent:

* Zip Code: City/State:

Move In Date: Separate Mailing Address

Do Not Distribute Address

County: Census Area:

Township: Census Sub Area:

Dwelling: Horizontal Coord:

Hazard: Vertical Coord:

CY Path: NY Path:

Conv. Key: [Path History](#)

Address Preview

5871 Scramble avenue
123 Scramble Road
Scramble WV 55555

Mail Categories [Select All](#)

[UnSelect All](#)

There are no records to display; check y...

0 records displayed

Phone Information

Primary Phone: (555) Ext: Confidential Long Distance

Report Cards/Forms and Other Family Information

Receive Report Cards Family Transportation Code: Family Title:

Print Hard Copy Report Cards * Home Language: Override Family Title

Receive Forms

Address: This is the street address where the student lives.

Address 2: This is an address that differs from the student’s street address.

Zip Code: The Address on the Family tab will contain a Zip Code. The City/State will come from the selected Zip Code for the Address.

County: Family 1's County will auto-fill to the Resident County field in the Early Childhood collection. If needed, this can be overridden by entering a value in the Resident County field on the [MI/NCLB tab](#).

Primary Phone: This is the primary contact telephone number.

All the above fields are reported in the Personal Demographics Component.

Home Language: This is the language used to communicate in the student’s home. This field is only required to be reported for LEP students and is collected as the Home Language within the LEP Component.

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Entry-Withdrawal

Entry

Student Management > Students > Students > Student Profile > Entry/With tab > Entry record

Entry Information	
Student: GRAHAMSCR, SAMUEL NOAH	Current Entity: 100
* Entry Date: 07/01/2019 % Enrolled: 100	
Grad Yr/Grade: 2032 00 GLO:	
* Entry Code: SC STATUS CHANGE	S2E2 Code: 00000
Comment:	Otherwise Atnd: <input checked="" type="radio"/> Schl Num <input type="radio"/> Schl ID: 00000
* School: 100 Jack Rabbit Elementary School	Nbr: 99111
* Calendar: 100 Calendar (100)	* State Aid: 14 All other resident students
* Student Type: SE Special Ed	<input type="checkbox"/> Section 25
* Res Dist: 99999 TH Skyward Public Schools MI	Alternative ED: No Developmental KG: Yes

Entry Date: This is the student’s Entry Date into this school. The value is used to calculate the Enrollment Date for the Enrollment Component.

- The Enrollment Date is reported as the earliest Entry/Withdrawal record when there is no break in enrollment.
- Any Status End code, other than 19, is considered a break in enrollment.
- If a break in enrollment is found, the most recent date of re-enrollment will be reported as the Enrollment Date.

% Enrolled: This value is reported as the student’s General Ed FTE for the General Ed FTE Component. If the student is a Special Ed student, any Section 52/53 FTE is subtracted from the % Enrolled and the remainder is reported as the General Ed FTE. If only Special Ed FTE should be reported for a student, this value may be set to equal the Spec Ed FTE that should be reported. Only that Spec Ed FTE will extract, and no remainder of General Ed FTE will be reported.

Grad Yr/Grade: This field is extracted as the Grade or Setting for the School Demographics Component.

GLO: The Grade Level Override field can be used to override the grade that is calculated by the system. See the [Required Grade Level Setup](#) area for more information on reporting Grade/GLO values.

School: The state-assigned School Number of the assigned School is pulled as the School Facility Number in the School Demographics Component.

Calendar: This is the calendar that reflects the expected attendance of the student. See the [Attendance](#) area for details on the Days Attended and Total Possible Attendance days for the Attendance Component, based on this calendar assignment.

Resident District: This is the five-digit code for the district in which the student resides. This value is reported as the Resident LEA Number for the Personal Demographics template.

S2E2 Code: To report a Specialized Shared Educational Entity (S2E2) Code for the student, enter the state-assigned five-digit code for the non-instructional ancillary facility through which the student is receiving education or services. For more information regarding SEE or S2E2 entities, please visit Michigan.gov’s [Sending Scores Back Program for SEEs and S2E2s](#).

Otherwise Atnd: This field maintains the Building Pupil Would Otherwise Attend field. This should reflect the SEE or S2E2 entity that the student would otherwise attend. This must be within the same district as that reporting the field for a student. You can choose to enter the state-assigned five-digit Schl Num or select the Schl ID from a drop down. The Schl ID option should be used if the school code has the School Num Override entered under Ed-Fi Information.

State Aid: This value is reported as the Student Residency for the Membership Component.

Section 25: This flag must be selected in order to extract the Section 25 Component in the SRM Collection if the district is claiming the student for Section 25 reimbursement.

Alternative ED: When this value is set to Yes, the student will report with the appropriate 4-digit code (9220) in the Program Eligibility Participation Component.

Developmental KG: When this value is set to Yes, the student will report with the appropriate 4-digit code (9230) in the Program Eligibility Participation Component.

Withdrawal

Student Management > Students > Students > Student Profile > Entry/With tab > Withdrawal record

The screenshot shows a 'Withdrawal Information' form with the following fields and values:

- * School Yr: 2018
- * Date: 08/28/2018
- Advanced: No
- Retained: No
- Default Entity: Yes
- * Code: WOS (WITHDRAWN - OUT OF STAT)
- Comment: MOVED TO HAWAII OVER SUMMER
- Status End: 09 (Moved Out of Michigan)

School Yr: This is the last **school year** during which the student attended with the Entry record’s details. It is used (with the grad year) to calculate the grade level of the student at the time of exit using a formula of School Year – Grad Year + 12. GLOs and Required Grade Level setup records may also be used, if needed. This grade level is reported in MSDS for withdrawn students. When withdrawing a student who never attended in the new year, after the new school year has begun, it is therefore important to update this field to reflect the previous school year, as shown.

Date: This is the month, day, and year that the student last expected to attend the school, the data on which they graduated, or on which they became known officially to have left the district’s educational setting.

- The MSDS Extract process will report the District Exit Date as the day after the student’s withdrawal date.
- If the student last attended in the previous school year and it was not learned that the student would not return until after school began in the new school year, then the previous school year and a date between July 1 through August 28 of that summer should be used. This is to ensure that the Fall General collection will correctly report the student’s exit from the district, following CEPI guidelines.

Status End: This is the student’s current state enrollment status with the operating district, or primary reason the student is no longer enrolled in the school district. If the student is currently enrolled, no value should be entered. The field will automatically report as ‘19’ (Expected to Continue in the same District) for students who are currently enrolled.

Assessment Component

MI/NCLB tab > Other Assessment (button)

The Assessment Component is optionally available in the Early Roster collection to allow districts to pre-identify students for Michigan assessment examinations. MDE only utilizes the Early Literacy and Mathematics assessment for grades K through 2 currently.

Test Type: Select the type of assessment the student will be taking. Only code ‘10’ will be extracted to MSDS.

Class Group Code: School-assigned code used for grouping students for the purpose of administration and reporting of the selected test type. This field is no longer extracted to MSDS.

Research Codes 1 and 2: If desired, districts can determine how to use these fields for use in researching or tracking student assessment information.

Districts do not have to populate this information on a student by student basis. There is a utility that can be used to mass populate the data. This utility is located at: Federal/State Reporting > Michigan State Reporting > Setup > Utilities > Mass Assign Other Assessment Data.

This information can also be entered under: Student Management > Student Services > Special Education > Student Profile > IEP Information tab > OEAA button.

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Attendance

Calendar

Student Management > Office > Attendance > Setup > Codes > Calendar Codes > expand calendar > Calendar School Years > current school year > Calendar Days

Select the View All Days and Events link to see all Calendar Day records within this calendar.

Date	Day	Days	Term	Prds/Day	Bell	Comments	SE Ct Ovr	Event(s)
11/07/2018	Tue	1.00	2	6	Regular			0
11/09/2018	Fri	1.00	2	6	Regular			0
11/12/2018	Mon	1.00	2	6	Regular			0
11/13/2018	Tue	1.00	2	6	Regular			0
11/14/2018	Wed	1.00	2	6	Regular			0
11/15/2018	Thu	1.00	2	6	Regular			0
11/16/2018	Fri	1.00	2	6	Regular			0
11/19/2018	Mon	1.00	2	6	Regular			0
11/20/2018	Tue	1.00	2	6	Regular			0
11/21/2018	Wed	0.00	2	0		Holiday - No School		1
11/22/2018	Thu	0.00	2	0		Holiday - No School		1
11/23/2018	Fri	0.00	2	0		Holiday - No School		1
11/26/2018	Mon	1.00	2	6	Regular			0
11/27/2018	Tue	1.00	2	6	Regular			0
11/28/2018	Wed	1.00	2	6	Regular			0
11/29/2018	Thu	1.00	2	6	Regular			0
11/30/2018	Fri	1.00	2	6	Regular			0

Select a Calendar Day in the listing and Edit that record to see the details on that specific day.

Entity: 400 Jack Rabbit High School Year: 2018-19 Start: 07/01/2018 **Sunday**
 Calendar: 400 Jack Rabbit High School End: 06/30/2019 **Sunday**

Date: 10/03/2018 **Wednesday**
 Count As: 1.00 Max Periods/Day: 6 Zero Period: Minutes: 0
 Non-Instructional Days: 0.00 Bell Schedule: R Regular
 Comment: Fall General Collection Count Day
 Exclude from SE Count

Periods: 1: 2: 3: 4: 5: 6:
 Minutes: 1: 60 2: 60 3: 60 4: 60 5: 60 6: 60

In order for any Calendar Day to count toward Attendance calculations in MSDS reporting, the Count As value on the day must be greater than 0.00. A district can record a day as a half day here by entering 0.50, but the Attendance calculations in MSDS will still count this as a full day, as Michigan does not accept half days in Total Possible Attendance.

Total Possible Attendance: This field in the Attendance component is reported in the General and SRM collections. The Calendar assigned to the student on the [Entry-With tab](#) in the Student Profile is used to determine the value reported. The system first checks the Start and Stop Dates on the Calendar to determine if the calendar had any possible school days within that range. If so, it then counts the days

within the range that are set to Count As greater than 0.00 and calculates the total number of possible school days the student could have attended for the reporting date range.

The date range used is the Enrollment Dates range on the MSDS Extract template that is run to extract the collection data. It is very important to have completed an accurate [Reporting Period Setup](#) for the current school year before creating the MSDS extract template that will be used, so that the system can determine the Count Dates for the year.

For any General Collection, the Count Date will fill a default, based on the School Year and Submission values entered on the template, based on the Reporting Period Setup. The Enrollment Dates range's Low date will default to the day after the previous Count Date and the High will default to the current submission's Count Date. These dates are defined as each collection's enrollment date range by the state and should generally never be changed.

For an SRM Collection, which can be extracted as often as the district wishes or needs to, the Count Date should usually be the current date or, in some cases, a previous date when it has been determined by the district that all student data was reviewed and accurate, ready to be reported. It is important to use a Low date of the day after the most recent submission to the state of either a General or SRM collection. This ensures that data is not reported twice. The state recommends running an SRM collection at least once a month. These collections do not affect funding but can report important information that may be missed between General Collections.

Students exempt from having Attendance reported will not extract an Attendance Component in MSDS at all. This includes:

- Adult Education students (reported with a grade level of '20')
- Early Childhood/Early On students (reported with a grade level of '30')
- Nonpublic students (State Aid code of '04' or '08')
- Juvenile Detention students (State Aid code of '09' or '12')
- Home-schooled students (State Aid code of '07' or '15')
- Emotionally Impaired students serviced by a DHHS facility (State Aid code of '13')
- Students exited prior on or before September 1 of the school year. It is therefore recommended that any student who was reported with a Status End code of '19' in the previous End of Year General Collection, but who is not returning in the current school year (often referred to as a "no-show"), be withdrawn with an exit date between July 1st and August 28th, if they are no longer expected to attend in the current school year. While we withdraw students during the school year as of the last date they were expected to attend, the state requires that the District Exit Date be reported as the day after the last day the student was expected to attend, so Skyward adds that extra day. By always withdrawing a no-show student by August 28th, even accounting for weekends, that student will always be reported as being withdrawn prior to September 1st, even when adding that extra day. Making sure the date is additionally on or after July 1st ensures the student and their exit information will be included in the Fall General Collection of the new year. If a date on or after the first date of school is used instead, the student will need to be recorded as absent for all days not attended. If the student did not report, the Attendance Component in this situation will report with '0' Total Possible Days and '0' Days Attended. The state does not prefer this but has stated they will accept this for the Fall General Collection only.

Calendar Days need not be set up in any Calendar, if all students assigned to it are exempt from attendance reporting in MSDS, based on these rules.

To review, for Total Possible Attendance to be reported accurately:

- The student must be enrolled as of the Count Date and assigned a valid Calendar.
- That Calendar must have a Current Year set up correctly.
 - Calendar Master Start and Stop Dates should reflect that calendar's full school year.
 - Calendar Days must be set up for each school day and set to a Count As value greater than 0.00 in order to be counted.
- The Enrollment Dates range on the MSDS Collection extract template should be set from the day after the previous Count Date to the Current Count Date.

MSIX Clock Hours: This field is reported in the TSDL Collection and calculates the number of clock hours of instruction a migrant student being reported in TSDL has completed, if the class being reported for them was dropped prior to course completion. The process looks for the number of minutes to use in the following order:

- 1) Any Meet Pattern set up with Override Minutes will use those minutes, regardless of any other configurations.
- 2) If no Override Minutes are set up, the system then checks for a Bell Schedule that may be attached to a class (course section) and uses the number of minutes assigned in that Bell for the Attendance Period on the Meet Pattern of the course section.
- 3) If no Bell Schedule is assigned on the course section, the system will look for a default Bell Schedule assigned to the course's entity and try to use that.
- 4) If no Bell Schedule is set up, the system then uses the calendar assigned to the student, finding the first full instructional calendar day and summing minutes assigned for the appropriate Attendance Period for that and any other days scheduled for the class.

The system will take the student's absences into account and sum the number of Minutes for each attended period in each day of attendance in the class. Days set to Count As 0.00 are not counted. The date ranges the system uses to determine days to count is based on the Scheduling Transaction of the class (Add/Drop Dates). The sum of minutes is then divided by 60 and reported for any student with a Migrant record who dropped a class before it was completed.

Absence Type Codes

Student Management > Office > Attendance > Setup > Codes > Absence Type Codes

Absence Type Code Maintenance

Absence Type Codes

Entity ID:

Entity Name:

School Year:

Type Code:

* Short Description:

* Long Description:

Absence Category:

Disciplinary Action:

Count in Truancy

Include in Total Attendance

Do Not Display in Family/Student Access

Do Not Include in Auto Email

Asterisk (*) denotes a required field

Only Absence Type Codes with an Absence Category of Excused or Unexcused are counted when calculating a student’s attendance in the Days Attended field.

Student Attendance

Student Management > Students > Student Profile > Attendance tab

Attendance

Views: Filters:

Ent	Year	Atnd Date	Nbr	Cmnt	P-N	-00-	-01-	-02-	-03-	-04-	-05-	-06-
▶ 400	2018	09/27/2017 Wed		Y	Y	-	E-IL	E-IL	E-IL	E-IL	E-IL	E-IL
▶ 400	2018	09/26/2017 Tue		Y	Y	-	E-IL	E-IL	E-IL	E-IL	E-IL	E-IL
▼ 400	2018	09/25/2017 Mon		Y	Y	-	E-IL	E-IL	E-IL	E-IL	E-IL	E-IL

Expand All Collapse All Modify Details (displaying 2 of 2) View Printable Details

▼ Comment

Comment: Mom called 09/25 07:15a Flu Out at least 3 days

Days Attended: Like the Total Possible Days, this field in the Attendance component is reported in the General and SRM collections. For each possible calendar day, the system will check the total number of possible attendance periods in a day. The system considers a student to be present for that day in MSDS reporting of this field, if they were not recorded as Absent (with an Absent Type code category of Excused or Unexcused) for at least half of those attendance periods.

All Absent Days found within the range are then summed, then subtracted from the Total Possible Days that was calculated for the student. The remainder is reported as the Days Attended.

Students exempt from having Attendance reported (see details above) will not report any Attendance Component at all, whether or not Calendar Days are set up on the student’s assigned calendar. To review, for Days Attended to be reported accurately:

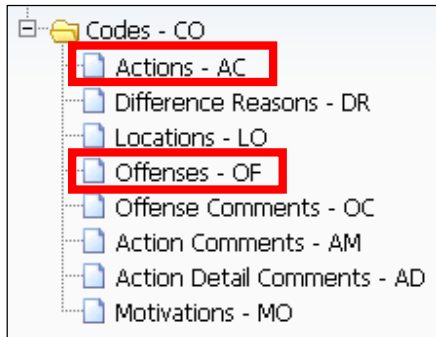
- The student must be enrolled as of the Count Date and assigned a valid Calendar.
- That Calendar must have a Current Year set up correctly.
 - Calendar Master Start and Stop Dates should reflect that calendar's full school year.
 - Calendar Days must be set up for each school day and set to a Count As value greater than 0.00 in order to be counted.
- The Enrollment Dates range on the MSDS extract template should be set from the day after the previous Count Date to the Current Count Date.
- The student must be scheduled into a class where the course is set to Keep Attendance for any period to be counted.
- The Meet Pattern of the student's class must be assigned an Attendance Period that falls within the range of Periods tracked in the student's Calendar.
- Absence Type Codes used for an absence detail record for a student must be set to an Absence Category of either Excused or Unexcused in order for the absence to be counted. (This includes suspension Absence Type codes, which are normally set to a category of Excused.)
- The student must not have been recorded as absent (excused or unexcused) for more than half of the possible attendance periods in their calendar, if they are to be reported as present for any day.

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Discipline

Discipline Codes Setup

Office > Discipline > Setup > Codes



Offense Codes

Office > Discipline > Setup > Codes > Offenses

Offense Codes (85)

Offense Code:

* Short Description:

* Long Description:

Severity:

Status: Active Inactive

Default Action:

Drug Related Weapon Related Injury Threat

MI State Incident Type:

Asterisk (*) denotes a required field

- **MI State Incident Type:** Select the appropriate state Incident Type code to report to the state for this Offense. This value will report as the Incident Type field for the Discipline Component.
- When an Offense Code is selected with the MI State Incident Type of 60 – Physical Violence with Injury, the Serious Bodily Injury and Sexual Assault fields will become available to populate on the offense screen.
- Only Offense Codes that have a MI State Incident Type selected will be reported.

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Action Codes

Office > Discipline > Setup > Codes > Actions

Action Codes (83)

Action Code: OS

* Short Description: Out School Susp

* Long Description: Out School Suspension

Action Time: 0.00 Hours Days

Suspension Type: Out of School

Severity: 1

Default Location: OSG OFF SCHL GRNDS

Default Comments:

Predefined Comments: No Predefined Comments Exist

MSDS Action Type: 2 - Out-of-School Suspension

Secure this Action Code

Status: Active Inactive

Asterisk (*) denotes a required field

- **MSDS Action Type:** Select the appropriate state Action Type code to report to the state for this Action. This value will report as the Consequence fields for the Discipline Component.
- Only Action Codes that have an MSDS Action Type selected will be reported.
- All MSDS Action Types with Details will be reported for all students.

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Discipline Data Entry

Add Offense

Student Management > Students > Students > Student Profile > Discipline > Offenses

Click **Add** to enter an **Offense** for a student:

Offense	
Offense/Referral: <input type="text" value="Offense"/>	Incident: <input type="text" value="Existing Incident"/>
* Offense: <input type="text" value="ARS"/> <input type="text" value="ARSON"/>	* Incident #: <input type="text" value="97"/>
* School: <input type="text" value="400"/> <input type="text" value="Jack Rabbit High School"/>	* School Year: <input type="text" value="2017-18"/>
Location: <input type="text" value="400"/> <input type="text" value="RESTROOM"/>	Cost (\$): <input type="text" value="0.00"/>
Bus: <input type="text" value="F14"/> <input type="text" value="Bus F 14"/>	
* Offense Date: <input type="text" value="09/12/2017"/> <input type="text" value="Tuesday"/>	* Disc Officer: <input type="text" value="BENSOJAM001"/> <input type="text" value="BENSON JAMIE, MS"/>
Offense Time: <input type="text" value="03:00"/> <input type="text" value="PM"/>	Time Comment: <input type="text" value="PM Bus"/>
<input checked="" type="checkbox"/> Parent Notified	
Possible Motivation: <input type="text" value="BV"/> <input type="text" value="BULLYING VICTIM"/>	Offense Level: <input type="text" value="Emergency"/>
Points: <input type="text" value="0.00"/>	

- **Offense:** Select the appropriate Offense code for the student. The Offense code must have a MI State Incident Type assigned in order to be reported for MSDS. The MI State Incident Type will be reported as the Incident Type for the Discipline Component.
- **Offense Date:** Enter the date the Incident occurred. This value is reported as the Date of Incident for the Discipline Component.
- **Serious Bodily Injury:** Indicate if there was Serious Bodily Injury based on the Incident Type of physical violence with injury. This value is reported for the Serious Bodily Injury field in the Discipline Component.
- **Sexual Assault:** Indicate if there was Sexual Assault based on the Incident Type of physical violence. This value is reported for the Sexual Assault field in the Discipline Component.
- **Incident:** In order for an Incident to be reported to the state, it must be assigned an Incident # that is greater than 0. An Incident # will be assigned when a New Incident or Existing Incident is selected from the Incident drop-down list. This value is reported as the Incident ID for the Discipline Component.

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Add Action

Student Management > Students > Students > Student Profile > Discipline > Offenses

An action may be added while entering the Offense or expand the Offense and Add the Action later.

Action Summary

* Action: OSS | OSS | Action Status: Served

Suspension Type: Out of School | School: 400 | Jack Rabbit High School

* Ordered Date: 09/12/2017 | Tuesday | School Year: 2017-18

Return Date: 09/20/2017 | Wednesday | Diff. Reason:

Total Time: 5.00 Days | Days Served: 5.00

Parent Notified | Follow Up Officer: BENSOJAM001 | BENSON JAMIE, MS

Points: 0.00 | Authorized By: BENSOJAM001 | BENSON JAMIE, MS

MSDS Primary Follow Up Type: 26 - Other Educational Service Referral

[Additional MSDS Follow Up Types](#)

MSDS Action Type: 2 - Out-of-School Suspension | Permanent Expulsion

Comments:
Maximum characters: 5000, Remaining characters: 5000

Predefined Comments: No Predefined Comments Exist | [Insert](#)

Update Action Detail Records based on changes to the Action Summary?

Action Detail Location:

Action Details [Add an Action Detail](#)

	Date to Serve	Time	Status	Length (Days)	Time Served	Location	Parent Notified
Edit Delete	09/13/2017	8:00 AM	Served	1.00	1.00	OFFC	Yes
Edit Delete	09/14/2017	8:00 AM	Served	1.00	1.00	OFFC	Yes
Edit Delete	09/15/2017	8:00 AM	Served	1.00	1.00	OFFC	Yes
Edit Delete	09/18/2017	8:00 AM	Served	1.00	1.00	OFFC	Yes
Edit Delete	09/19/2017	8:00 AM	Served	1.00	1.00	OFFC	Yes

- **Action:** Select the appropriate Action code for the student. The Action code should have an MSDS Action Type assigned in order to be reported for MSDS. This value is reported as the Consequence Type for the Discipline Component.
- **MSDS Primary Follow Up Type:** Select if there are any follow up and/or educational services provided to the student after the start of the disciplinary action(s) being reported. This value is reported as the Follow Up in the Discipline Component.
- **Additional MSDS Follow Up Types:** If there is more than a primary follow-up type, users can select additional follow-up types here. Up to seven follow-up types may be reported, including the primary follow up.
- **MSDS Action Type:** This field displays the MSDS Action Type that has been selected on the district’s Action Code selected for the student. This is a view only field. In order to change the MSDS Action Type, you must Edit the specific action code.
- **Date to Serve:** The earliest Date listed under the Action Details will be reported as the Start Date for the Discipline Component.
- **Length:** The length for the Action Details will be added together to report as the Days in the Discipline Component.
- Up to 3 Consequence Types, Days, and Start Dates may be reported for the Discipline Component. They are reported as Initial, Secondary, and Other.
- If multiple Actions are tied to a single Incident ID, the earliest valid Action will report as Initial. The second earliest Action will report as Secondary. The third earliest Action will report as Other.
- All MSDS Action Types with Action Details are reported, when extracting the Discipline Component.

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Grading

GPA Calculation Methods

Office > Grading > Setup > Configuration > GPA Setup > Calculation Methods

Calculation Method Maintenance

Entity: School Year:

Grade Set ID: GPA Calc Method ID:

GPA Calc Method Percentages

	Citizen Grades	Midterm Grades	Term Grades	Exam Grades	Semester Grades	Final Exam	Final Grade	Total 0 or 100
Citizenship GPA:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Midterm GPA:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Term GPA:	0.00	0.00	100.00	0.00	0.00	0.00	0.00	100.00
Semester GPA:	0.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
Cumulative GPA:	0.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
Earned Credits:	0.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00

Earned Credits: This row is going to help determine which **Course Grade** to pull for a student for the Student Course Component.

Course Grade Hierarchy:

The **Course Grade** that is pulled for the Student Course Component is reported based on a hierarchy for each course record:

- If the **Use Final Grade** checkbox from the Entity Setup section above is checked AND the Earned Credits row in the Final Grade column is greater than 0 AND a final grade has been issued for the student, the Final Grade will be reported.
- If the **Use Semester Grade** checkbox from the Entity Setup section above is checked AND the Earned Credits row in the Semester Grades column is greater than 0 AND a semester grade has been issued for the student, the Semester Grade will be reported.

If the **Use Term Grade** checkbox from the Entity Setup section above is checked AND the Earned Credits row in the Term Grades column is greater than 0 AND a term grade has been issued for the student, the Term Grade will be reported.

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Grading Setup

Entity Setup

Office > Grading > Setup > Configuration > Grading Setup > Entity Setup

Entity Setup

Maximum Semesters, Terms, and Grade Bucket Literal

Total Semesters/Terms

Semesters: Terms:

Grade Buckets Used/Literals

Term Midterm & Term
 Citizenship History

Use Midterm Literals Use Progress Report Literals User Defined Literals
 Midterm History

Use Term Literals Use Quarter Literals User Defined Literals
 Term History

Sem Exam History

Semester History

Final Exam History Athletic

Final History Other

The checkboxes selected here and how they are set up in the Grade Sets determine which types of grades may be set to a percentage on the Earned Credits row in the GPA Calculation Methods. If the Earned Credits row should be set to a Term, Semester, or Final Grade value and the value is not available to set, check that the Grade Bucket type is selected here to use and that the Grade Set for that Course Length is set to use the selected type.

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Course Length

Office > Grading > Setup > Configuration > Grading Setup > Course Length

Course Length Sets

Views: Course Length Set Details Filters: *Skyward Default

ID	Short Description	Long Description	Grade Set
▶ SM	Semester	Semester	SM - SEMESTER
▼ YR	Year	Year	YR - YEAR

Expand All Collapse All Modify Details (displaying 2 of 2) View Printable Details

▼ Course Length Set Details Edit Course Length Set

Default Earned Credits: 1.000
 Default GPA Credits: 1.000
 Default Academic Hours: 5.000

Use Control Set Dates in place of Grading Period dates in Gradebook: No
 Use Cumulative Grading in Gradebook: Yes - All Grade Buckets will begin at the Start of Semester

▼ Class Control Sets Add a Class Control Set

	Dsp Lit	Description	Type	Terms	Take Subset	Start and End Dates		T1	T2	T3	T4
Edit Delete	YR	YEAR	Normal	01-04		09/05/17-06/07/18	Add Subset	1	1	2	2
Edit Delete	S1	SEMESTER 1	Subset	01-02	Yes	09/05/17-01/21/18		1	1		
Edit Delete	T1	Term 1	Subset	01-01	Yes	09/05/17-11/05/17		1			
Edit Delete	T2	Term 2	Subset	02-02	Yes	11/06/17-01/21/18			1		
Edit Delete	S2	SEMESTER 2	Subset	03-04	Yes	01/22/18-06/07/18				2	2
Edit Delete	T3	Term 3	Subset	03-03	Yes	01/22/18-03/25/18				2	
Edit Delete	T4	Term 4	Subset	04-04	Yes	03/26/18-06/07/18					2

Start and End Dates: The Start and End Dates on the Class Control Sets are used to determine the dates for the course.

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Class Control Sets

Edit each of the Class Control Sets under each Course Length Set:

Edit Subset

Type: Entity: School Year:

Course Length Description:

Class Control ID:

* Description: * Display Literal:

Ed-Fi Term:

Display Values

* Start Term: * StopTerm: Number of Terms:

Schedule Values

* Start Term: * StopTerm: Number of Terms:

* Class Start: Date:

* Class End: Date:

Allow Student to Take Subset

	T1:	T2:	T3:	T4:
Normal Term Grading Semester Numbers:	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
<input type="text" value="2 or Less Semesters Allowed in 4 or Less Terms"/>				
Term Grading Semester Numbers:	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>

Drops after this date should be sent to MSDS:

Asterisk (*) denotes a required field

Drops after this date should be sent to MSDS: If a date is entered and a student drops a course prior to the entered date, it will not be reported in TSDL. If no date is entered, courses in this length will always be reported.

This information can also be accessed from the [Scheduling](#) module.

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Grade Marks

Office > Grading > Setup > Configuration > Grading Setup > Grade Marks

Grade Mark Maintenance

School Year: High Graduation Year: Grade Mark: * Speed Input Key:

* Report Card Mark: * Transcript Mark: EDI Qualifier: Description:

Detailed Description:

MSDS Completion Status:

Grade Mark Options

Use In GPA

Use In Earned

Use In Failed

Grade Calculation Settings

Include in Grade Calculations

Enter Grade Calculation Values

Use Another Grade Mark's Values

Grade Calculation Value:

Low Range: High Range:

Grad Yr High:

Grade Mark:

Grade Mark Overrides

Use as Medical

Use as Incomplete

Use as Other

Allow Overwrite by Gradebook/Scanning

Grade Mark Point Settings

	Unweighted Points	Weighted Points
Unweighted:	<input type="text" value="4.00000"/>	<input type="text" value="4.00000"/>
Weighted:	<input type="text" value="4.00000"/>	<input type="text" value="4.50000"/>

Report Card Mark: This is the actual Grade that will be reported for the student in the Course Grade field for the Student Course Component.

MSDS Completion Status: This is an override field and filling a value is optional. If there is an MSDS Completion Status tied to the Grade Mark, set the completion status to that value.

Many of the Completion Status values for TSDL are calculated, including the AU, OE, CP, CF, CS, WE, and I. The values TO, WP, and WF are not calculated. If these are to be reported by the district, a Grade Mark must be created for them in the entity and crosswalked to that MSDS Completion Status.

The Completion Status calculation hierarchy is initialized to CP – Completed Passed, so that it will report that status, by default, for all grade levels except Grade 14, which defaults to OE – Ongoing Enrolled.

Grade Mark Options/Overrides:

If **Use as Incomplete** is selected for a grade mark earned by a student, the MSDS Completion Status will report as I-Incomplete.

If **Use in Failed** is selected, CF-Completed/Failed is reported for a student earning that grade mark.

If **Use in Earned** is selected, CP-Completed/Passed is reported for a student earning that grade mark.

If a student's class is using Variable Credits and the Variable Earned Credits is greater than 0, the completion status for the student for that class will report as AU-Audit.

If student's class is dropped prior to its end date, the completion status defaults to WE-withdrawn/exited.

If the student's grade level is 14 and the class Completion Status is CF or CP, the system will change this to CS-Completed/Grade 14 only.

TSDL Completion Status Calculation Hierarchy:

1. Grades are initialized to a value of 'CP', unless the student's Grade Level is reported as 14. If the Grade Level is 14, then grades are initialized to a value of "OE" instead.
2. Grade Mark Options are checked for earned grades:
 - If Use as Incomplete is selected on the Grade Mark, the grade is set to "I."
 - If Use In Failed is selected, the grade is set to "CF."
 - If Use In Earned in selected, the grade is set to "CP."
3. If a student's class is using Variable Credits and the Variable Earned Credits value is greater than 0, the grade is set to "AU."
4. If an MSDS Completion Status value is connected to the Grade Mark, that value is set.
5. If a student's class is Dropped, the grade is set to "WE."
6. Any earned class grade of "CP" or "CF" for a student in Grade Level 14 is changed to "CS."

Retention and the Entities using the Student Retained flag to determine Completion Status option:

When an entity is selected within this option in [State Reporting Configuration](#), the following sequence is followed:

1. The system checks if the student's course has a Subject Area > 22 and no grade has been entered OR grading hasn't been set up at all. If so, this option is not used (see step 5).
2. Next, it checks the student's Retained flag. If the reporting process is run in the school year after the year for which the grades are being pulled (e.g., the 2018 TSDL is run in the 2019 school year), the system looks at the Retained flag on the Entry-Withdrawal screen. If the processing year is the same as the current school year for the entity (e.g., the 2018 TSDL is run in the 2018 school year), the Retained flag on the General/Profile screen is used instead.
3. If the student is found to have been retained, Completion Status will default to CF for all classes unless they are specifically graded with a CP grade override or unless the student was dropped/withdrawn prior to the class end date, in which case WE is reported.
4. If the Developmental KG flag on the MI/NCLB tab is set to Yes, all the above retained logic will be ignored.
5. If Grading has not been set up, courses using that assigned Grade Set will not be extracted and an error will print on the extract report.

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Student Grades

Student Management > Students > Students > Student Profile > Grades

Grades														
Views: General Filters: *Skyward Default														
Prd	Ent	Course	Class	Description	S	Trm	T1	T2	T3	T4	T5	T6	S1	S2
▶ 02	087	1003	103	ASD-BCCC-T		TR1	A	B	⊗	⊗	⊗	⊗	⊗	⊗
▶ 03	087	1115	103	ASD WM-PART	Drp	TR1			⊗	⊗	⊗	⊗	⊗	⊗
▶ 04	087	260	103	COMP LIT TO		TR1	B	B	⊗	⊗	⊗	⊗	⊗	⊗
▶ 05	087	1128	103	IS MA - PART		TR1	B	B	⊗	⊗	⊗	⊗	⊗	⊗
▶ 06	087	1101	103	RDG 1 - PART		TR1	C	B	⊗	⊗	⊗	⊗	⊗	⊗
▶ 07	087	1034	103	GED-PART-TA		TR1	B	B	⊗	⊗	⊗	⊗	⊗	⊗
▶ 08	087	1000	103	ASD-ARENAC-T		TR1	A	A	⊗	⊗	⊗	⊗	⊗	⊗

- If the student’s course record is **current** and not historical, the credits are calculated from the Course – Earned Credits field.
- If the student’s course is historical and not a Waiver Category Course, the credits will pull from the Earned Credits on the Class History record. To view a student’s Class History, select the Class History button on the Grades tab.
- See the [State Reporting Configuration](#) to determine if a Carnegie Credits value is needed.
- GPA calculations should be run prior to running the TSDL Extract to ensure that the credits are being calculated and reported correctly.
- Since multiple Student Course records can be created for each graded bucket (Semester/Term), Credits will be divided between those courses with passing grade marks.
- Grades are only pulled from the Grade Buckets.
- If the Entity is set up to use Final Grades and Earned Credits for Final Grade > 0, then the Grade will pull from the Final Grade Bucket.
- If the Entity is set up to use Semester Grades and Earned Credits for Semester Grades > 0, then the Grade will pull from the Semester Grade Bucket.
- If the Entity is not set up to use Final or Semester Buckets, then the Grades will pull from the Term Grade Bucket.

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Program Participation

Michigan/No Child Left Behind (MI/NCLB)

Student Management > Students > Students > Student Profile > MI/NCLB tab

MI/NCLB	
Student ID Nbr: 2577	Grad Std Year: 2032
UIC: 999999999	Multiple Birth Order: 00
Gifted and Talented: No	Hmbnd Svc: No
Pst Scndry Opt: No	Ttl Hmbnd Hrs: 0
Adult Education: No	Assess Hours: 0
Out of State Student: No	Seat-Time Waiver Participant: No
Resident County: 06 ARENAC COUNTY	21 Century Program: No
Distr Entry Date: 01/01/1900	International Student: No
Ed-Fi Grad Plan Type: Distinguished	Early/Middle College: No
	Sec 6(4)(l)(ii) Pupil Count Exception: No

Student ID Number: This is a Local Student ID used by the educating entity to identify the student. This is a value different from the student’s UIC. This field is reported for the School Demographics Component and is generally mass-assigned with the Other ID using the [Mass Assign Student ID Number utility](#).

UIC: This is a 10-digit state-assigned ID number that remains with the student while enrolled anywhere in the state. This field is usually mass-assigned using the [Request for UIC processes](#) and is pulled as the UIC for the Personal Core Component.

Alternative Ed: This field was once housed on this screen but has been moved to the Entry-Withdrawal record.

Adult Education: Currently, Adult Education is completely grant funded in Michigan and the Adult Education Component is no longer collected. These fields remain available to allow districts access to the most recent historical data, but the fields are not dated, so will eventually be removed.

Out of State Student: When this value is set to Yes, the student will report with the appropriate 4-digit code (9110) in the Program Eligibility Participation Component.

Developmental KG: This field was once housed on this screen but has been moved to the Entry-Withdrawal record.

Resident County: This is the county in which the student resides in Michigan. Each county has a state-specified code that should be populated, to be reported. This field will pre-fill from Family 1 but may be updated here and is reported as the Student Resident County in the Personal Demographics Component. The field is required in the Early Childhood collection.

Ed-Fi Grad Plan Type: Each entity is configured with a default Graduation Plan type and that default will report for all students in the entity. If this particular student is an exception, with a different type of Graduation Plan, it can be entered here to override the entity default for the student.

Multiple Birth Order: This field is used to indicate that the student is part of a multiple birth. All students default to being reported as not part of a multiple birth, so this need only be updated if the student is a twin, triplet, etc. and should then report the order in that multiple set of births that this student was born. For example, the oldest in a set of quadruplets should be set to '01' and will correctly report a single digit of '1' for this field in the Personal Core Component.

Seat-Time Waiver Participant: When this value is set to Yes, the student will report with the appropriate 4-digit code (9229) in the Program Eligibility Participation Component.

21 Century Program: When this value is set to Yes, the student will report with the appropriate 4-digit code (7760) in the Program Eligibility Participation Component.

International Student: When this value is set to Yes, the student will report with the appropriate 4-digit code (9120) in the Program Eligibility Participation Component.

Early/Middle College: When this value is set to Yes, the student will report with the appropriate 4-digit code (3500) in the Program Eligibility Participation Component.

Sec 6(4)(l)(ii) Pupil Count Exception: When this value is set to Yes, the student will report with the appropriate 4-digit code (9222) in the Program Eligibility Participation Component.

S2E2 Code: This field was once housed on this screen but has been moved to the Entry-Withdrawal record.

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Special Programs

Student Management > Students > Students > Student Profile > Special Programs
 (See also [Student Utilities](#))

Immigrant Status

Start Date and **End Date:** These dates will be used to calculate if the student was an Immigrant student during the time of the MSDS Extract being processed. When the student has an active Immigrant record on the Count Date of the MSDS extract template, the student will report with the appropriate four-digit code (9130) in the Program Eligibility Participation Component.

Users should not end, and re-start records each year for Immigrant Status.

Immigrant status is the only accepted Program Participation code reported in the Early Childhood collection. Other Program Participation codes will not be reported in Early Childhood but will extract in the General and SRM collections.

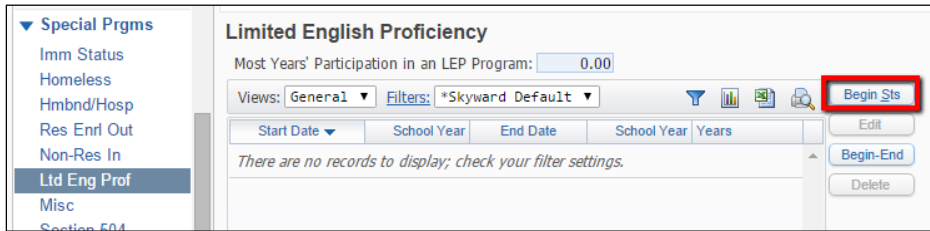
Homeless

- **Start Date** and **End Date:** These dates will be used to calculate if the student was a Homeless student during the school year being processed for MSDS. A student who meets the criteria for homelessness for any period of time within the school year is eligible for all homeless services for the entire school year.
- **MSDS Homeless Type:** Select the MSDS Homeless Type that should be reported for this student. This value is reported for the Homeless field in the Homeless Demographics Component.
- **Unaccompanied Youth:** Check this box if the homeless student is also an Unaccompanied Youth as defined by law. This value is reported for the Unaccompanied Youth field in the Homeless Demographics Component.

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Limited English Proficiency (LEP)

When a student is screened for LEP status (see MDE's documentation on the Home Language Survey), an LEP Status record should be created for a student, at that point.



Select the Begin Sts button on the right, as shown above. Enter the appropriate values and Save to create the initial record.

The screenshot shows the 'Limited Eng. Proficiency' form. At the top, there are fields for '* Start Date:' (08/31/2017), '* Start School Year:' (2018), 'End Date:', and 'End School Year:' (0000). There are 'Save' and 'Back' buttons. Below this is a section titled 'LEP/Immigrant Funding' with several dropdown menus: 'Title III Limited English Program (MSDS 6841): No', 'Title III Immigrant Ed Program (MSDS 6842): No', 'Sec 41 - Pupils of Limited Eng Ability: No', 'Refugee Children School Impact Program: No', and 'Locally Funded Eng Acquisition Prg (MSDS 6844): No'. There is also a checkbox for 'Considered a Re-Entry Into LEP Program'. Below that is '* LEP Instructional Program:' (11) with a dropdown for 'Structured English Immersion'. Other fields include 'English Language Proficiency Test:', 'English Language Proficiency Level:', 'LEP Exit Reason:', 'Home Country of Refugee:', 'Entrance Comment:' (Continuing svcs, Program change from 05 to 11), and 'Exit Comment:'. At the bottom, it says 'Asterisk (*) denotes a required field'.

- **Start Date:** This is the date this LEP record became effective and reports as the date the student is considered a Re-Entry into LEP, if the Considered a Re-Entry Into LEP Program option is selected. For more information on that option, see below.
- **End Date:** This is the last date this LEP record was effective or the last date the student was engaged in any LEP program or service. If an Exit Reason code is used that is crosswalked to a state-accepted Exit Reason code, this value is then reported as the LEP Exit Date in the Title III EL and Immigrant Component.

The Start Date and End Date will be used to calculate whether the student was considered an LEP student during the date range of an MSDS Extract template being processed, if that extract's collection includes the Title III EL and Immigrant Component. When the student has an LEP record that falls during the template's date range, that record's specific values will be extracted for the Title III EL and Immigrant Component.

- **Considered a Re-Entry into LEP Program:** Check this box if the record being added for this student is a re-entry into the LEP Program. When this box is checked, any previous records will be ignored, and that record’s start date will be reported as the Re-Entry Date in the Title III EL and Immigrant Component.
- **LEP Instructional Program:** This is the primary type of English language acquisition program in which the student is currently enrolled. This value will report as the Instructional Program in the Title III EL and Immigrant Component.

If a reported field changes, the record should be ended with an End Date as of the last date that changing field was effective and a new record should be started with a Start Date as of the first date the new information is effective. If the student is continuing with uninterrupted eligibility/services, the End Date on the original record and the Start Date on the new record should be consecutive.

Limited English Proficiency

Most Years' Participation in an LEP Program:

Views: Filters:

Start Date	School Year	End Date	School Year	Years
▶ 09/09/2016	2017		0000	0.98
▶ 09/20/2014	2015	09/08/2016	2017	1.97

Buttons: End Sts, Edit, Begin-End, Delete

Like other Special Programs areas, once any LEP record exists for a student, an asterisk (*) appears in front of the menu tab at the left to indicate participation.

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Section 504

Section 504 Maintenance

Section 504 Maintenance

Student Name: DOB: Age:

Student is no longer Section 504 Dismissal Date:

* Status of Eval: Work in Progress Ineligible for Section 504

* IAP Begin Date: Last IAP Date: IAP End Date:

Eval Meeting Date: Next IAP Date: Next Eval Review Date:

Case Manager: Case Due Date:

Referral Type: Referral Date:

Additional Section 504 Dates

Evaluation Consent Referred to IDEA Service Consent

Eval Consent Date: Date Referred to IDEA: Service Consent Date:

Special Considerations

Disabilities	Impairments	Life Activities
Heart Condition		

Student Accommodations *Indicates Accommodation Note is present

FOC-Front of Classroom*	<input type="button" value="Add"/> <input type="button" value="Edit"/> <input type="button" value="Delete"/>
-------------------------	--

504 Approval Status: Status Set by:

Section 504 Locked Locked by:

Reason Locked:

Asterisk (*) denotes a required field

- **Status of Eval:** This field is not required for state reporting purposes. Skyward requires this field. Create and use any Status of Evaluation codes that you wish. Common codes used are: Completed, In Progress, Eligible, etc.
- **IAP Begin Date and Dismissal Date:** Enter the start date for the student’s Individual Accommodation Plan. The **IAP Begin Date** and any **Dismissal Date** will be used to determine if the student is a Section 504 Student.
- When the student has a Section 504 record that falls during the reporting period, the student will report with the appropriate 4-digit code (9210) in the Program Eligibility Participation Component.

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Early Childhood

Early Childhood

* Start Date:

Add an End Date

End Date:

* Start School Year:

End School Year:

* Program:

* Delivery Method:

Delivery Schedule:

* Federal Poverty Level Quintile:

Additional Eligibility Factors

02 - Diagnosed disability or identified developmental delay

03 - Severe or challenging behavior

04 - Primary home language other than English

05 - Parent/guardian with low educational attainment

06 - Abuse/Neglect of the child or parent

07 - Environmental risk

Exit Reason:

* Service School: School Number:

Starting Comment:

Ending Comment:

Asterisk (*) denotes a required field

- **Start Date:** Enter the date the child first participated in the Early Childhood Program selected. This value will be reported as the EC Program Start Date in the Early Childhood Programs Component.
- **End Date:** Enter the date the child last participated in the Early Childhood Program selected. This value will be reported as the EC Program End Date in the Early Childhood Programs Component.
- **Program:** Select the Early Childhood program provided to the child. This value will be reported as the EC Program for the Early Childhood Programs Component.
- **Delivery Method:** Select the primary location where the child attends the reported Early Childhood program. This value will be reported as the EC Delivery Method for the Early Childhood Programs Component.
- **Delivery Schedule:** Select the primary schedule followed by the child for this Early Childhood Program. This value will be reported as the EC Delivery Schedule for the Early Childhood Programs Component.
- **Federal Poverty Level Quintile:** Select the code that represents the appropriate percentile for the student. Per state specification, this value must be set to '01', if the student is considered Homeless or in Foster Care.
- **Additional Eligibility Factors:** Select all appropriate values. If a student is considered Special Education, '02' will be automatically selected, as shown in the above sample screen, as this is then required to also be reported. If Special Education status ends, the checkbox will remain selected, but will become available for deselection by a user. Similarly, '07' will be automatically selected and inactivated, while a Homeless record exists in the same school year.

- **Exit Reason:** Select the primary reason for the child leaving this Early Childhood Program. This field will only be active when the record contains an End Date. This value will be reported as the EC Program Exit Reason for the Early Childhood Programs Component.
- **Service School:** The Service School selected will report the five-digit code assigned in the School Code. This value will display in the School Number field and will be reported as the School Facility Number for the Early Childhood Programs Component.
- An additional field of **Qualifying Factors** is also reported in the Early Childhood Programs component of MSDS. This field is calculated to report for Early Childhood students, as follows:
 - **A (Homeless):** Student has a Homeless record in the reported school year.
 - **B (Foster Care):** Student has a Foster Care record in the reported school year.
 - **C (Qualifying IEP):** Student has an IEP record in the reported school year.
 - **D (None):** Student has none of the above in the reported school year.
- If a student is enrolled in two different Early Childhood Programs, create a record for each.
- Ensure that there is an Entry-Withdrawal record for the student in an entity in which the Service School is assigned in entity setup.
- The age of the student often needs to be reviewed, on enrollment to a program. Early Childhood programs may report services for students from birth to age 8, but different programs have different age requirements. For example, if the student’s Early Childhood Program is GSRP Readiness or a Readiness blend (required to be reported), the student must be at least 4 years of age by December 1st and less than 5 years of age on September 1st of the current school year. Skyward will check for this when an extract is run for Early Childhood Collections and warn if a student is extracting whose birth date falls outside of these age ranges.
- Refer to the current MSDS Collection Details manual for additional details on reporting and maintenance of records for Early Childhood students.

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Personal Curriculum

Personal Curriculum

* Start Date: * Start School Year:

Add an End Date

End Date: End School Year:

* Personal Curriculum Type:

* Credit Modification Academic Areas

1 - English Language Arts

2 - Mathematics

3 - Science

4 - Social Studies

5 - Visual, Performing, and Applied Arts

6 - World Languages

8 - Health/Physical Education

Entrance Comment:

Exit Comment:

Asterisk (*) denotes a required field

Start Date and **End Date:** These dates will be used to calculate if the student had a Personal Curriculum record during the school year being processed for MSDS.

Personal Curriculum Type: Select the value to be reported in the Personal Curriculum Component for this field.

Credit Modification Academic Areas: Select the academic area(s) for which the student has a Personal Curriculum Credit Modification. These values will report as the Personal Curriculum Credit Modification in the Personal Curriculum Component.

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Section 31A

Although Section 31A information is not directly reported for MSDS, there is a Section 31A report that can be found at: Student Management > Federal/State Reporting > Michigan State Reporting > Reports > Section 31A Report.

The Section 31A Report will show the unduplicated counts for Section 31A records, a total of students in each of the program areas, and a total in each of the program areas where students are considered Free/Reduced.

The screenshot shows a web-based form titled "Section 31A (230)". The form contains the following elements:

- Section 31A** header.
- * Start Date: 09/04/2018 (with a calendar icon).
- * Start School Year: 2019 (with a help icon).
- Add an End Date.
- End Date: (empty text box).
- End School Year: 0000.
- Instructional Programs/Direct Non-Instructional Services/Other Services: Secondary Program Planning - Credit Recovery (dropdown menu).
- Entrance Comment: (empty text box).
- Exit Comment: (empty text box).
- Buttons: Save, Back.
- Footer: Asterisk (*) denotes a required field.

Start Date and End Date: The Start and End Dates will be used to determine when the student participated in the selected Instructional Programs/Direct Non-Instructional Services/Other Services.

Instructional Programs/Direct Non-Instructional Services/Other Services: Select the 31A program in which the student is participating. The field may be left blank.

Multiple 31A records may be created for the same date range, as long as the Instructional Programs/Direct Non-Instructional Services/Other Services selected are different on each record.

A [tutorial for the Section 31A Report](#) is available in Skyward's SkyDocs.

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Section 24

Section 24

Section 24

* Start Date: 09/05/2017 * Start School Year: 2018 ?
 Add an End Date
 End Date: End School Year: 0000

Section 52 FTE: 0.15

Program/Support Services

ID	Description	Primary	Type	St Rpt
170	Visual Impairment	Yes	Program	170

1 records displayed

Entrance Comment: Per Principal Smith and Sp Ed Director Jones
 Exit Comment:

Asterisk (*) denotes a required field

The Section 24 record is for those students placed in a Juvenile Detention Facility who are receiving Programs/Support Services, but these students are not considered Special Education students. This allows districts to track the Section 52 FTE and Program/Support Services without having to enter the student into the Special Education module, since the student is not Special Education.

Start Date and End Date: The Start and End Dates will be used to determine when the student was receiving the selected Programs/Support Services.

Section 52 FTE: Enter the student’s appropriate Section 52 FTE which should be reported to the state.

Program/Support Services: Select the Programs/Support Services the student is receiving. Use the Primary button to indicate which Program/Support Service is the student’s primary program/service.

This information is reported in the Special Education Component.

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Early On

(May also be maintained on the tab of the same name in the Special Education Student Profile.)

Early On component fields:

- **Start Date** and **End Date:** These dates will be used to calculate if the student had an Early On record during the date range used on the MSDS extract.
- **Service Coordinating Agency:** Select the type of agency that is providing service coordination for this child through Part C.
- **Primary Service Setting:** Select the environment in which the majority of services are provided.
- **Service Code 1-5:** Select the codes which describe the services provided through Part C programs. You must select at least one code and may select up to five (5) codes per record. The first code selected is the primary code. As the last shown code has a value filled, another field will become available, up to the maximum of five allowed codes.
- **Current IFSP Date:** Enter the date of the student's most recent individualized family service plan (IFSP). This reports as the Plan Date in the Special Education Component for students with no Special Ed IEP in place as of the same Count Date. If there would be a second IFSP that began within the Enrollment Dates range on the MSDS Extract template, but that Early On record has since been replaced by another Early On record that is current as of the Count Date, this would report as an Additional Plan Date in the Special Education Component for that Collection.
- **Timely Start of Service:** Part C Indicator 1 - Indicate the service start status for the services identified on the child's IFSP.

- **Part C Exit Date:** Enter the date when the child last received Part C services.
- **Part C Exit Reason:** Select the reason given for a child discontinuing services through Part C.
- **Transition IFSP:** Part C Indicator 8 A - Indicate if the IFSP conference was held within the required timeframe (at least 90 days, but not more than nine (9) months prior to the toddler’s third birthday).
- **Transition Conference:** Part C Indicator 8 C - Indicate if the transition IFSP conference was held within the required timeframe (at least 90 days, but not more than nine (9) months prior to the toddler’s third birthday).

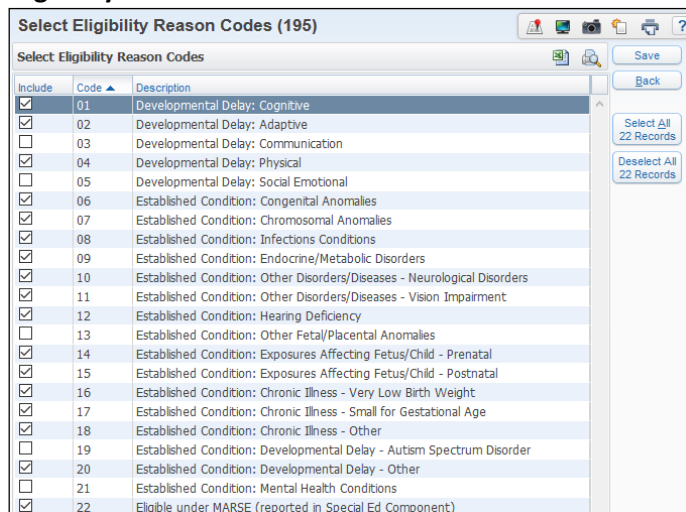
Initial IFSP component fields:

- **Initial IFSP Date:** If the IFSP – Mark as Initial checkbox is selected; the Early On record’s Start Date will report as the Initial IFSP Date in the Initial IFSP component.
- **Referral Date:** The date the lead agency or EIS provider receives the referral of the child.
- **Referral Agency:** The type of agency that notified the responsible agency the child may potentially be eligible for Part C services.
- **IFSP Timeliness:** Indicate if the IFSP was completed within the required timeline.
- **Result of Initial IFSP:** Indicate the results of the eligibility determination.
- **Initial IFSP Data has been submitted for MSDS:** Select this checkbox, once the Initial IFSP data here has been uploaded to the state in either a General Collection or SRM Collection submission. This may be done for all students in a date range using the Mass Update Records as Submitted to MSDS utility.

Part B Referral component fields:

- **SEA Notification:** Part C Indicator 8 B – Indicate if notification to the SEA occurred at least 90 days prior to the student's third birthday for students potentially eligible for Part B preschool services.
- **LEA Notification:** Part C Indicator 8 B – Indicate if notification to the LEA where the toddler resides occurred at least 90 days prior to the student's third birthday for students potentially eligible for Part B preschool services.

Eligibility Reasons button:



The Eligibility Reason field is optionally reported to indicate the reason(s) a student was found to be eligible for Early On services. One, all, or any combination of the allowed fields may be selected and are reported for the student within the same date range as other fields on the Early On record.

The Select All and Deselect All buttons, at the right, can be helpful for quickly checking or unchecking all codes, then individual codes may be selected or deselected, then Saved.

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Early On – Part C button

Early On

Views: General Filters: *Skyward Default

Start Date	School Year	End Date	School Year	Service Coordinating Agency	Primary Service Setting
12/07/2018	2019		0000	ED - Education	31 - Home

Buttons: Begin Sts End Sts Edit Begin-End Delete *PartC

Part C Assessment Maintenance (136)

Student Summary

Student: EDWARD ELIJAH MOORESCR DOB - Age: 08/28/2017 - 2
 Address: 4618 SCRAMBLE AVENUE SCRAMBLE MI 5 Grade: 00

Part C Assessment Details

Assessment Type: 01 - Entrance
 Assessment Date: 01/29/2019 School Year: 2019
 * Data Source: I - Battelle
 Other Source Comments:
 * Parent Input: C - Incorporated in assessment
 Parent Input Date:
 * Social Relationships: 3 - Emerging
 New Social Relationships
 * Knowledge Skills: 3 - Emerging
 New Knowledge Skills
 * Actions: 3 - Emerging
 New Actions
 Part C Assessment has been submitted for MSDS

Asterisk (*) denotes a required field

Assessment Type: Part C Assessments are required to be completed when the child enters Part C services, annually while the child is receiving services and upon exit from Part C. Select the appropriate type of Assessment for the student.

Assessment Date: Enter the date on which the assessment occurred.

Data Source: Select the comprehensive assessment tool used to complete the student’s assessment.

Other Source Comments: When the Data Source selected is Other, users must indicate the assessment tool used.

Parent Input: Indicates the parent input about the child outcomes rating.

Parent Input Date: Enter the date on which the parent/guardian input regarding the child outcomes rating was collected.

Social Relationships: Select the child's assessment rating for positive social relationships.

New Social Relationships: When reporting an annual or exit assessment, providers must indicate if the child has shown any new skill or behaviors related to positive social relationships. This field is only available when the Assessment Type selected is Annual or Exit.

Knowledge Skills: Select the child’s assessment rating for acquisition and use of knowledge and skills.

New Knowledge Skills: When reporting an annual or exit assessment, providers must indicate if the child has shown any new skill or behaviors related to acquisition and use of knowledge and skills. This field is only available when the Assessment Type selected is Annual or Exit.

Actions: Select the child’s assessment rating on the ability to take appropriate actions to meet their needs.

New Actions: When reporting an annual or exit assessment, providers must indicate if the child has shown any new skill or behaviors related to taking action to meet their needs. This field is only available when the Assessment Type selected is Annual or Exit.

All of the above fields are reported in the Part C Assessment Component.

Part C Assessment has been submitted for MSDS: The Part C Assessment Component should only be reported once for each instance of assessment. Once a student has had their data submitted for the Part C Assessment, check this box for that student. With the box selected, that assessment will no longer report for that student. This may be done for all students in a date range using the Mass Update Records as Submitted to MSDS utility.

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Section 23A

Section 23A

* Start Date: 11/20/2017 * Start School Year: 2018 ?

Add an End Date

End Date: End School Year: 0000

Entrance Comment:

Exit Comment:

Asterisk (*) denotes a required field

- **Start Date/End Date:** The dates on the Section 23A record will be used to determine which months are included in the Month Claimed characteristic. (A student must have a Start Date on or before the 1st of each month being claimed and the month must have ended in order to have that month claimed.)
- **Start Date:** The Section 23A Start Date is used for the Program Start Date in the Section 23A Component.

It is important to note that any Student Record Maintenance (SRM) extract must have a Count Date of the last day of a month or up to 30 days after the last day of a month, in order for that month to be extracted and reported as a Month Claimed for that student.

The student must also be enrolled with dates overlapping the Section 23a record, in order to extract for the Section 23A Component to include any month.

Single Parent and Displaced Homemaker:

These two tabs are available for CTEIS reporting and work similarly, allowing the user to create a dated record, if the student should be reported at any time in CTEIS with these field values:

Single Parent

* Start Date: 09/07/2016 2017

Add an End Date

End Date:

Entrance Comment:

Exit Comment:

Asterisk (*) denotes a required field

Displaced Homemaker

* Start Date: 09/07/2016 2017

Add an End Date

End Date:

Entrance Comment:

Exit Comment:

Asterisk (*) denotes a required field

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Title I

Start Date	School Year	End Date	School Year	Years	Service Type	Service Code
09/12/2016	2017		0000	0.00	Instructional	6013 - Mathematics
09/22/2015	2016	06/10/2016	2016	0.72	Instructional	6013 - Mathematics
10/04/2014	2015		0000	1.89	Support	6027 - Pupil Transportation

* Start Date: 09/12/2016 <input type="checkbox"/> Add an End Date		* Start School Year: 2017	
End Date:		End School Year: 0000	
Service Type: <input checked="" type="radio"/> Instructional <input type="radio"/> Support			
* Service Code: 6013 Mathematics			
Starting Comment: Math Tutor			
Ending Comment:			

Asterisk (*) denotes a required field

- **Start Date/End Date:** The dates on the Title I record will be used to determine if the student is considered Title I eligible.
- **Service Code:** Select either the Instructional or Support radio button, then enter the appropriate Service Code to see that list of possible services. The Title I TAS Component will include the assigned TAS Instructional or TAS Support Service Code; the Count Date falls within the range of the Start/End Dates.

Migrant

Start Date	School Year	End Date	School Year	Years
07/01/2014	2015		0000	2.19

Most Consecutive Years Classified as a Migrant: 2.19	
Views: General Filters: *Skyward Default	
* Start Date: 07/01/2014	
* Start School Year: 2015	
End Date: End School Year: 0000	
Entrance Comment:	
Exit Comment:	

Asterisk (*) denotes a required field

- **Start Date/End Date:** The dates on the Migrant record are used to determine Migrant status when extracting the Migrant TSDL collection.

Military Connected

* Start Date: 06/27/2017		2017
* End Date: 06/29/2017		2017
Entrance Comment: Father in Navy		
Exit Comment:		

Asterisk (*) denotes a required field

Start Date/End Date: Enter a dated Military Connected record to have the student report a code of '9140' in the Program Eligibility Participation Component in Early Childhood, General, or SRM Collections. The code will report, if the date range includes the collection's Count Date.

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Foster Care

Start Date/End Date: Students in Foster Care may be recorded on this tab and used to cross-check records from the DHHS.

Restraint

Date of Restraint Event: The date a student was restrained. This date is reported in the Seclusion and Restraint Component as the Date Occurred. Multiple records may be added for the same date, but not for the same date and time. The number of Restraint records entered for the same date are summed and reported in the Number of Times Restrained field in the same component.

Restraint Type: This field is used in reporting Restraint incidences in the Civil Rights Data Collection (CRDC) at Federal/State Reporting > Federal Reporting > Federal Office of Civil Rights > Part 2 Extract > 32-34 Students Subjected to Restraint or Seclusion.

Seclusion

Date of Seclusion Event: The date a student was secluded. This date is reported in the Seclusion and Restraint Component as the Date Occurred. Multiple records may be added for the same date, but not for the same date and time. The number of Seclusion records entered for the same date are summed and reported in the Number of Times Secluded field in the same component.

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Reading Deficiency

Reading Deficiency

* Start Date: 05/02/2019 * Start School Year: 2019 Save

Add an End Date Back

End Date: End School Year: 0000

* Activity: 03 After School

Starting Comment: Reading Workshop on M and W after school

Ending Comment:

Asterisk (*) denotes a required field

The Early Reading Deficiency component and its three fields can be reported in all three General Collections as well as the Student Record Maintenance Collection. The component is required in the Fall General, Spring General or SRM for students in grades K-3 who have exited the district. It is required in the End of Year General Collection for all K-3 students. The component will be included in the MSDS extract report and Maintain area with the heading of “Reading Deficiency” component, but the export will use the current component name of Early Reading Deficiency.

Reading Deficiency Identified: If a student has been identified with a Reading Deficiency and services are to be provided, a Reading Deficiency record should be created with a Start Date as of the first date of services. Any record that is in place for the school year extracted in the chosen collection will trigger the Early Reading Deficiency component to extract and a “true” value for this field to be reported. If there is no record in place for the student for the school year on the End of Year General Collection AND the student is in Grades 00, 01, 02, or 03, then the component will extract with a “false” value for the Reading Deficiency Identified field. Students in grades 04 and above [including Grade 30 (Pre-K)] will not extract the component at all, if there is no Reading Deficiency record in place for the school year.

Reading Deficiency Activities: An Activity code is required for any saved Reading Deficiency record. If activities are provided with different values for the Activity code, multiple records should be created with the dates aligning with when those services were provided. The value(s) for any and all current year Reading Deficiency records are reported in the Early Reading Deficiency component.

Reading Deficiency Continuation: The End Date on the Reading Deficiency record should be entered, if the last date of that activity’s services is known. If any Reading Deficiency record is in place that overlaps the School Year on the extract template, then the system will check to see if there is an End Date. If all records that overlap the School Year have an End Date prior to the Count Date on the extract template, then a “false” value will report for the Reading Deficiency Continuation field. If any such record will continue after the Count Date, then a “true” value will report for this field.

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Special Programs Utilities

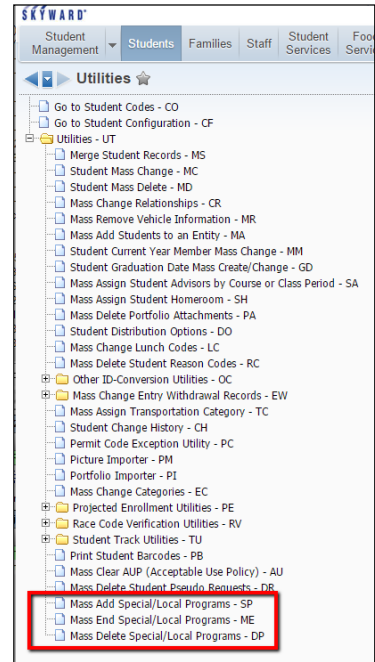
Student Management > Students > Students > Setup > Utilities

Special Program records, with the exception of Early On, may be mass added, mass ended, or mass deleted for a range of students or a group of individually selected students using any of three utilities provided in the Student Utilities area.

Mass Add Special/Local Programs allows the user to mass add a Special Programs record for a group of students with the same start date and details, all at one time.

Mass End Special/Local Programs allows the user to create an end record for a Special Programs record for multiple students at one time.

Mass Delete allows the user to remove multiple records from students' Special Programs, especially helpful if program records were mass added and later discovered to be incorrect.



Mass Add Special/Local Programs

Mass Add Special/Local Programs

Template Settings

* Template Description:

Share with other users in entity 000

Student Selection

By Range
 By Individual
 By Process List

Programs to Add

Common Values to Assign

Overwrite Overlapping Records

* Start Date: End Date:

Start Comment:

End Comment:

Add a new template and enter a **Template Description**.

- 1) The **Common Values to Assign** area at the top right allow for entry of the Start Date (and an End Date, if desired) for all the new records to be added.
- 2) The **Student Selection** area at the top left determines how the students will be added. Options include:

By Range: This is the default option. The Ranges button may then be selected to enter such ranges as the Grad Year, Student Status, assigned School or Calendar, and other range options, as shown at right.

Entering ranges here will filter the students in range to be those who will have the selected Special Program records and their specifications added. When the ranges have been entered, select the Save button to save them and close this screen.

By Individual: After selecting this option, the Individual button may then be selected to enter one or more individual students, by alpha key. Begin typing the student's alpha key until the desired student's name record appears and select it, then select the Add button to add that student to the Selected Students section at the bottom. When the student(s) selection is complete, select OK to save and close the screen.

By Process List: After selecting this option, the user can select to Add a Processing List that will be used to determine the students that will be updated. Processing Lists may be created in numerous areas throughout Skyward, such as by a Data Mining report, Entry-Withdrawal reports, other reports, or by manually creating a Processing List at Advanced Features > Advanced Features > Processing List and maintaining the students in it to filter various other lists and processes.

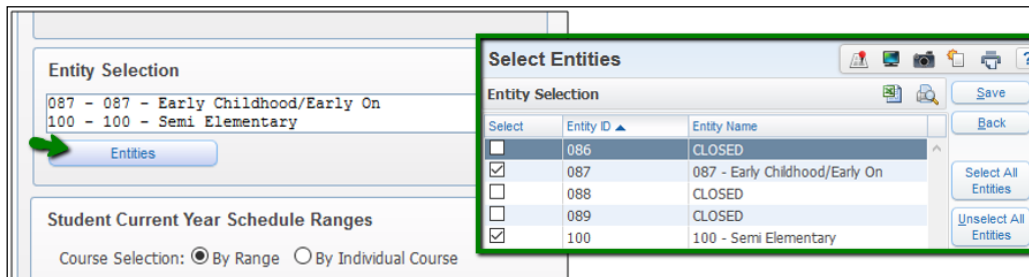
- Once Student Selection is complete, determine the **Programs to Add** to those students given the Common Values to Assign. Select the Special Programs button to open the list of possible Special Programs to add. Select the program(s) and Save.

Many Special Programs, once selected and saved in the Programs to Add area, will add an additional details area for that program at the right, to allow assignment of values specific to the selected program.

In the above sample shown, the Special Programs button was selected in the Programs to Add area and the Early Childhood and Limited English Proficiency programs were selected and saved. To the right, a new **Early Childhood Values to Assign** area and new **LEP Values to Assign** area then displayed on the template to allow additional fields, specific to those selected Special Program records to be updated in the process, as well. If the Special Programs selected bring up these or any similar Values to Assign area(s), select the provided button(s) or complete the provided additional fields in each area to enter appropriate information for the new records to be created.

Keep in mind that values entered will be exactly the same for all students updated in the process.

- Next, select the **Entities** button to limit the addition of records to one or more entities, as shown.



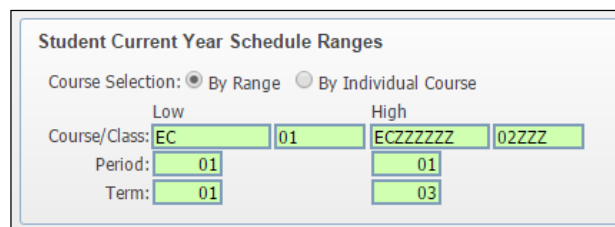
- Additionally, a student's enrollment in a scheduled class or classes may be used to determine whether a Special Program record should be added for the student. In the **Student Current Year Schedule Ranges** area, classes may be selected by range or individually.

By Range: The default option of By Range may be left as is, wide open, and course enrollment criteria will be ignored.

If values are entered into the Course/Class, Period, and/or Term Low and High ranges, then the student must be enrolled within those ranges in order to have the program record added. A sample is shown here:

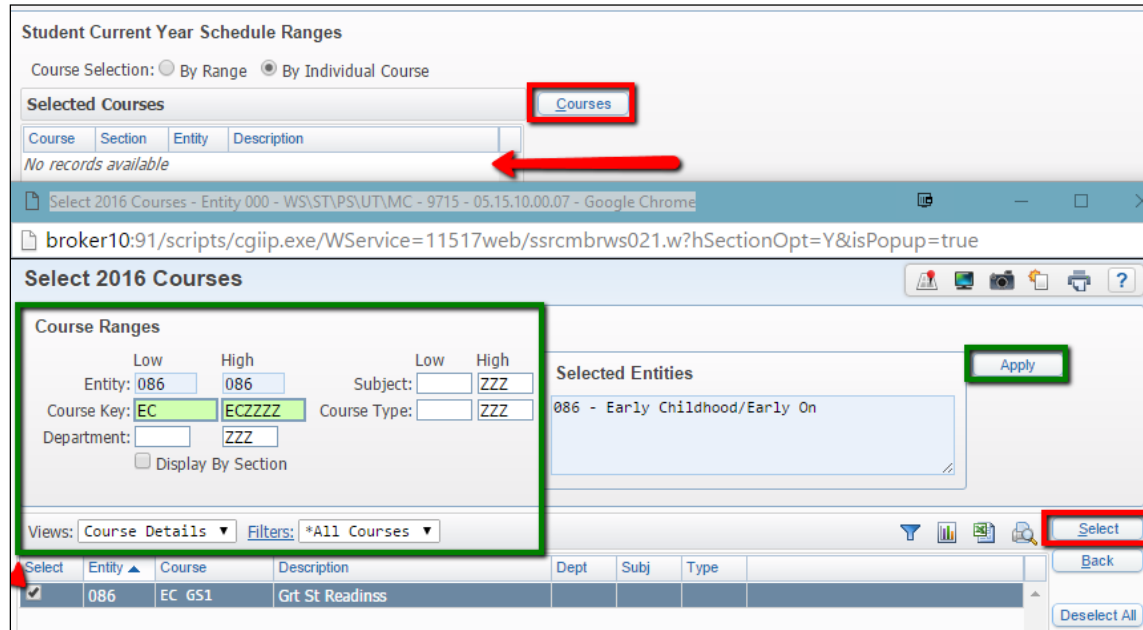
In the example at right, the Course range would include any course where the Course Key began with the letters EC. Any characters in the course key following EC would be included in the filter, since EC is followed by a range of blanks (Low) to all Z's (High). Similarly, the Sections to filter would be sections numbered 01 through 02. This would include any sections coded as, for example, 01, 01A, 02A, 02Z, etc., but would not include sections coded as 03, 03A, 1, 2, 1A, 2Z, etc.

The Meet Pattern must have the student's class in Period 01 and (since this is a 6-term/2-semester entity) the student must be enrolled in the class at some point during Semester 1 (Terms 01-03).



IMPORTANT: Only courses matching the criteria that exist in an entity selected in the Entity Selection area will be used in determining students to add.

Alternatively, select the **By Individual Course** option, then select the Courses button to see a list of all courses that exist in any entity selected in the Entity Selection area and courses (or classes) may be selected from the list to be used to determine students to add.



The areas shown within the green box, above, may be used to filter the list of courses displayed. Enter a range and Apply to activate the filter. Display By Section (with Apply) will display all the sections of all the courses in range. Check the box in front of the course (or class/section) and Select.

- 6) Review all options for accuracy and either Save in the upper-right corner of the template screen to save the template for later use or Save and Process to save the template and run the process immediately to add the Program(s) with their Common values and any additional details added to the entered range of students. If students are found within the ranges entered, a Preview Data to Process button will be provided when the process first runs. Select the button and review the students in the list. If any are found for whom the program(s) in this process should not be added, select that student record and Remove From Update to take them out of the final processing.

If all students in the preview are correct and should have the program added, select Back and then the Run the Update button to finalize the record addition. A report will be generated at the end of this process.

Upon previewing the list of students, Back may also be used to cancel the entire process. Simply select Back again instead of the Run the Update button.

- 7) It is recommended, that once the process is finished, the user check a few of the records to confirm the process ran, as expected.

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Mass End Special/Local Programs

Add a new template and enter a **Template Description**.

- 1) The **Start Date Range for Record Selection** area allows the user to enter a low to high Start date range for those Special Programs records that will be mass ended in this process. An example is shown above of how this utility could be used to mass end all the Homeless Records that had been entered for the 2015-16 school year.
- 2) In the **Exit Fields to Assign** area, enter the End Date that will be added to all the records in this process. An Exit Comment may be added, as well. Keep in mind that the date and comment will be added to all the students' records, so any comment should be fitting for the entire range of students whose records will be changed here.
- 3) **Student Selection** options are available, and these work the same here as for the instructions that are shown above in Step 3 of the [Mass Add Special/Local Programs](#) section.
- 4) In the **Programs to End** section, the program that will be ended for multiple students is selected, just as shown above in Step 4 of the [Mass Add Special/Local Programs](#) section.
- 5) The **Entity Selection** section works to filter students (or courses) in one or more specific entities. This process is described above in Step 5 of the [Mass Add Special/Local Programs](#) section.
- 6) In the **Student Current Year Schedule Ranges** section, a student's schedule may be used to determine if programs should be ended for them, as shown above in Step 6 of the [Mass Add Special/Local Programs](#) section.

- 7) Review all options for accuracy and either Save in the upper-right corner of the template screen to save the template for later use or Save and Process to save the template and run the process immediately to end the Program(s) within the Start Date range, as of the End Date entered. If students are found within the ranges entered, a Preview Data to Process button will be provided when the process first runs. Select the button and review the students in the list. If any are found for whom the program(s) in this process should not be ended, select that student record and Remove From Update to take them out of the final processing.

If all students in the preview are correct and should have the program(s) ended, select Back and then the Run the Update button to finalize the record addition. A report will be generated at the end of this process.

Upon previewing the list of students, Back may also be used to cancel the entire process. Simply select Back again instead of the Run the Update button.

- 8) It is recommended, that once the process is finished, the user check a few of the records to confirm the process ran, as expected.

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Mass Delete Special/Local Programs

Add a new template and enter a **Template Description**.

Mass Delete Special/Local Programs

Template Settings
 * Template Description:
 Share with other users in entity 000

Student Selection
 By Range By Individual By Process List

Start Date Range for Record Selection
 * Low Date: * High Date:

Additional Selection Fields
 Entrance Comment:

Programs to Delete

Entity Selection

Student Current Year Schedule Ranges
 Course Selection: By Range By Individual Course

Selected Courses

Course	Section	Entity	Description
SS PSY		400	PSYCHOLOGY

- 1) Set up **Student Selection** options for the mass deletion of existing programs that had been previously added to student records as the instructions show above in Step 3 of the [Mass Add Special/Local Programs](#) section.
- 2) In the **Programs to Delete** section, the program that will be deleted for multiple students is selected, as shown above in Step 4 of the [Mass Add Special/Local Programs](#) section.
- 3) The **Entity Selection** section works again to filter students (or courses) in one or more specific entities. This process is described above in Step 5 of the [Mass Add Special/Local Programs](#) section.
- 4) The **Student Current Year Schedule Ranges** section may be used to determine students whose programs should be ended based on their schedule, as shown above in Step 6 of the [Mass Add Special/Local Programs](#) section.
- 5) Enter a **Start Date Range for Record Selection**, as shown above. In the Additional Selection Fields area, the Entrance Comment may additionally be filtered, if needed, but using this option requires the Entrance Comment match the comment on the student record(s) exactly.

In the above sample, the district had mass-added a basic number of Community Service Hours to all Active students in the entire 400 Entity, then are using this template to Mass Delete those entries for students in a Psychology class, who are performing additional Community Service work with their class. The Mass Add Special/Local Programs utility will then again be run to fill the higher number of Community Service Hours to just students in this course at a later time.

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Scheduling

Curriculum Master

Office > Curriculum & Assessment > Curriculum > Curriculum Master

Edit Curriculum Master (111)

* Entity: 000 - MI SKYWARD SCHOOL DISTRICT * Curriculum Key: EN 09
 * Short Description: ENGLISH 09 * Long Description: ENGLISH 09

General Properties:

Curriculum Status: Active Inactive
 Grades: 09 to 09
 Website Information: Address, Description
 Curriculum Subject: EN ENGLISH
 Explanation: ENGLISH 09

Course Defaults:

Michigan State Specific: (highlighted with a red box)
 State Course Code: 01001 English/Language Arts I (9th grade) 01001

Assigned Courses: View All Courses

School Year	Entity	Course	Description	Subject Code	Low Grade	High Grade
2016	400	EN 09	ENGLISH 09	EN	9	9
2016	800	EN 09	ENGLISH 09		9	9

Asterisk (*) denotes a required field

State Course Code: Select the State Course Code (SCED code) that will report to TSDL for the courses that are assigned to this Curriculum. The State Course Code value will be used to report the Subject Area Code and Course Code Identifier Code for the Student Course Component.

- The first two digits for the State Course Code will be reported as the Subject Area Code.
- The last three digits for the State Course Code will be reported as the Course Identifier Code.

A valid State Course Code must be present on the Curriculum in order for a Student Course record to be created for the Student Course Component in TSDL.

If no curriculum records exist at all, the Mass Create Curriculum Master Records utility can be run. This utility is located at: Student Management > Office > Curriculum & Assessment > Curriculum > Setup > Utilities > Mass Create Curriculum Master Records. A [tutorial for this utility](#) is also available. Skyward recommends checking the option to Create District Wide Curriculum Master Records near the bottom of the template when running the utility.

The State Course Code is displayed in the farthest right column of the Curriculum Master browse to easily allow viewing and filtering of courses with blank or incorrect codes.

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Course Master

Office > Current (or Future) Scheduling > Build Course Master > Course Master > Edit Course

School Year: This is the school year in which the course is available; this value is reported as the Academic Year in the Student Course Component.

Curriculum: The Curriculum code assigned. See the Curriculum Master section, above, for more information.

Course Key: This value is reported as the Local Course ID in the Student Course Component.

Long Description: This value is reported as the Local Course Title in the Student Course Component.

Course Length Set: Select the value to indicate the length of the course (most often Year, Semester, Trimester, or Term). See the [Grading](#) section of this manual for information on how this selection is used.

Earned Credits: Enter the number of credits that are earned by the student if they successfully complete the entire course. This value will be used to determine the actual credits the student earns when they complete the course or any section of it that awards credit.

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Michigan State Specific area

At the bottom of the Course Maintenance screen, below Section Defaults, is the Michigan State Specific area. Expand that to find additional fields used specifically in Michigan state reporting.

Course Type: Enter the code that best represents the level and rigor of the instruction provided throughout the reported course. Values here are reported in the MSDS Course Type field in the Student Course component, but also determine some TSDL Student Type filtering, per state requirements. If this field is left blank, the value will automatically extract as '01' (Regular).

Course Section: Select the code that best represents the distribution of this course content. Values here are reported for students in TSDL's MSIX Course Section ID and are required, when reporting Migrant students in that collection.

College Credit: Reported in TSDL, in the Student Course Component, this field is required if the Course Type value is reported as '07' (Dual Enrollment). It reports the number of credits attempted/earned at the college where this course was taken. Once the Course Type of '07' is entered, the College Credit field appears immediately below.

Eligible 64b Course: Once the Course Type of '07' is entered, the Eligible 64b Course field will also appear and may be selected to indicate the course is eligible for 64b funding.

Course Section

Expand Course > expand Section Details > Edit Section > (expand Michigan State Specific area)

Edit Section

Entity: 400 - Jack Rabbit High School School Year: Course Key:

Status: Number of Requests: * Edit Section:

General Properties

Michigan State Specific

Virtual Delivery:

Asterisk (*) denotes a

-
-
-
-

Section: The Section (Edit Section) code may be used in combination with the Local Course ID to differentiate between individual classes. The value is reported as the Course Section ID in the Student Course Component.

Virtual Delivery: Use this field to indicate whether students are receiving instruction via a virtual delivery method. This value will be reported as the Virtual Delivery field for the Student Course Component. If the Virtual Delivery field is left blank, neither the Virtual Delivery field, nor any Mentor Teacher that may be set up in that section's Meet Pattern(s) are exported. A Meet Pattern with the Mentor Teacher box checked would then be ignored, as Mentor Teacher PICs may not be reported for non-virtually delivered classes. A value only needs to be entered if the field should be reported with a Virtual value for this section of the course.

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Meet Pattern

Expand Section > Edit Class Meet Pattern

Edit Class Meet

Course

Entity: 400 - Jack Rabbit High School

Class: ENGLISH 09

Control Set: Class Status:

Start and Stop Terms

* Display Term Start: * Stop: * Scheduling Term Start: * Stop:

Meet Pattern

	M T W R F S
* Display Period: <input type="text" value="01"/>	Display: <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
* Scheduling Period: <input type="text" value="01"/>	Scheduling: <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
* Attendance Period: <input type="text" value="01"/>	Attendance: <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>

Lunch Code

None Group A Group B Group C Group D Group E Group F

Building: Jack Rabbit High School

Room: Room 100 Type: Usage:

Teacher: DOUBLEDAYSCR ELLEN J Do not send teacher to TSDL

Mentor Teacher

Teacher Type ?

Primary Alternate

Display This Class Meet On Student Schedules

Allow Access to EA+

Allow Access to Gradebook

Class Meet Type

Instructional Lunch Recess Study Hall Other

Teacher: This is the staff member responsible for some or all the attendance and grades for the course. The Teacher PIC on that selected Teacher's Staff record will be reported in the Student Course Component as the PIC for each student taking this class. Up to three PICs per student and class may be reported. If additional PICs should be reported, create a Meet for each one.

Do not send teacher to TSDL: Select this checkbox, if the assigned Teacher in this Meet should not be reported to TSDL.

Mentor Teacher: Select this checkbox if this Meet should report the assigned Teacher as a Mentor PIC. Up to three may be reported for each student and class.

Class Meet Type: The option of Instructional must be selected here in order for the course to be reported for TSDL.

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Scheduling Utilities

Office > Future (or Current) Scheduling > Build Course Master > Setup > Utilities

Several Scheduling Utilities are available. When setting up courses, sections, and meet patterns to report correctly in TSDL and Data Integration, the **Mass Change Course Master Fields utility** can be especially helpful. It allows new fields added for State Reporting to be mass-populated or existing fields to be updated to report new/changed values. Scheduling is entity-specific, so this utility is run by entity, as needed. Use special caution, if this utility must be run for Current Scheduling. Used correctly, it is an invaluable tool.

It is highly recommended that this utility be used by creating a new template, each time, unless the exact same Course/Class range and exact same updates are needed to be run repeatedly within a single School Year, which is rare. This is a powerful tool, with many options that could easily be overlooked when opening a previously used template. The process does, however, allow for a final review and cancellation or removal of individual courses/classes, before the final update.

On selecting the utility, a Template Description should first be assigned. Ranges are required for any Changes to be made. To update the ranges of courses/sections/meets that are to be updated, select the Course Ranges button:

Mass Change Course Master Fields

Mass Update Course Master Field Ranges

Utility Description
This utility will process Course, Class, and Class Meet records within the entered ranges and update field values with the entered new values where the value matches the entered current value.

Template Settings
* Template Description: MSIX Course Section ID
 Share with other users in entity 400

Course Ranges
 Course Ranges Entity: 400 Jack Rabbit High School School Year: 2017-18

Course Master Fields

	Current Value	New Value
Course Length Set:	<input type="text"/>	<input type="text"/>
* Category:	<input type="text"/>	Regular
* Schedule Type:	<input type="text"/>	Normal

Course Ranges may be set in a few different ways. To begin, **always first be sure the correct School Year is selected at the top.**

With the Range radio button selected, a Course Key range may be entered in the Low and High. This is helpful when changing a group of courses that may all begin or end with the same set of characters.

For example, if all courses to be changed begin with SCI and all those courses should be updated, a Low to High range of SCI to SCIZZZ could be entered. If all courses to be updated end with the character of V, a range of ___V to ZZZZV could be used. The Course Key Mask may be used to update a range of courses for which any pattern is seen, using an asterisk (*) to replace variable characters. For example, for courses that all have course keys with a pattern of SCI**V.

The Course Selection range areas may also be left at their wide-open defaults and course ranges may be set using values such as the current Course Length or Subject, or whether the course is currently set as one that is graded (Grade Course) or Elective (Required/Elective), etc. Section and Meet ranges may be set instead or in addition to Course Selection parameters to filter for a range of classes.

Additionally, courses may simply be filtered individually, by selecting the Individual radio button, then selecting the Course Selection button that will then appear.

Select specific courses to be updated then by checking the checkbox in front of each course. This is most useful when a number of courses need to be updated that do not have any Course Key character pattern in common.

Select	Course	Description	Sts	Length	R/E	Subj	Credits
<input type="checkbox"/>	ART D	DRAWING	A	Y	E	FA	1.000
<input type="checkbox"/>	ART P	PAINTING	A	Y	E	FA	1.000
<input type="checkbox"/>	ART S	SCULPTING	A	Y	E	FA	1.000
<input checked="" type="checkbox"/>	ENG 09	ENGLISH 09	A	Y	R	EN	1.000
<input checked="" type="checkbox"/>	ENG 10	ENGLISH 10	A	Y	R	EN	1.000
<input type="checkbox"/>	ENG11A	AMERICAN LITERATURE	A	S	R	EN	0.500
<input type="checkbox"/>	ENG11B	WORLD LITERATURE	A	S	R	EN	0.500
<input type="checkbox"/>	ENG12A	WRITING FICTION	A	S	R	EN	0.500
<input type="checkbox"/>	ENG12B	PUBLIC SPEAKING	A	S	R	EN	0.500
<input type="checkbox"/>	ENG12C	COLLEGE COMPOSITION	A	Y	R	EN	1.000
<input type="checkbox"/>	ENG12G	AP ENGLISH LANGUAGE	A	Y	R	EN	1.000
<input type="checkbox"/>	ENG12I	AP ENGLISH LITERATURE	A	Y	R	EN	1.000

When done checking each course, click the Select button to lock in the set of courses and return to the Course Master Ranges section.

To erase all entered ranges and begin anew, the Reset button may be selected, at the upper-right of that section.

Once all ranges of courses are entered, select the Save button to save the ranges and return to the main utility template, where Changes to be made to the courses in range may then be set up. Course, Section, and Meet options may be set there, as well, but note that the values now are no longer a Range of Low to High, but a Change from a Current Value to a New Value.

An asterisk (*) may be entered in the Current Value for most fields to indicate that any value at all should be changed to the New Value that is entered. Alternatively, from the range of courses/classes/meets already selected, a specific value may be additionally filtered to allow only those selected courses with that Current Value to be changed to the New Value.

Other fields with two or few possible options, such as Core Academic Subject and Allow Teacher Conferences may be set with one flag to change a No to Yes or Elective to Required.

Scrolling down, the Michigan State Specific area of the Course may have any of its contained field updated, as well. As one example, blank values for a new field may be set to a default, then the user may go back to individually update one or a few courses that require different values. As Data Integration is turned on for the district, Subject Area and Course Level Characteristic fields can be adjusted with additional control.

The Class Section Fields area allows fields to be set to a consistent set of values, whether by course, subject, department, or other ranges.

Each field range that is set to be updated is determined by the change process individually. For example, below a template is set to change the Course Section field from a Current Value that is blank to a default value of '01' (Regular) and the Subject Area field for Data Integration Ed-Fi reporting is set to change a blank Current Value to a New Value of English Language Arts. A course would not have to have BOTH of these fields blank, in order to update either one. If one of those fields is currently blank, the value would be updated for that field.

Michigan State Specific	
Current Value	New Value
Course Type: <input type="text"/>	Course Type: 01 <input type="text"/> Regular <input type="text"/>
College Credit: <input type="text"/>	<input type="text"/> 0
Course Section: <input type="text"/>	Course Section: 01 <input type="text"/> Full Year <input type="text"/>
Term Type: <input type="text"/>	Term Type: <input type="text"/>
Enrollment Code: <input type="text"/>	Enrollment Code: <input type="text"/>
CTE Program: <input type="text"/>	CTE Program: <input type="text"/>
Subject Area: <input type="text"/>	English Language Arts <input type="text"/>
Course Level Characteristic: <input type="text"/>	Core Subject <input type="text"/>

Class Section Fields	
Current Value	New Value
* Minimum Students: <input type="text"/> *	<input type="text"/> 18
* Optimum Students: <input type="text"/> *	<input type="text"/> 24
* Maximum Students: <input type="text"/> *	<input type="text"/> 30
* Attendance Method: <input type="text"/> *** Any *** <input type="text"/>	Computer <input type="text"/>
* Grading Method: <input type="text"/> *** Any *** <input type="text"/>	Computer <input type="text"/>
* Calendar: <input type="text"/> *	Calendar: 400 <input type="text"/> Jack Rabbit HS <input type="text"/>
* Bell Schedule: <input type="text"/> *	Bell Schedule: R <input type="text"/> Regular <input type="text"/>
* Default Building: <input type="text"/> *	Default Building: 400 <input type="text"/> Jack Rabbit HS <input type="text"/>
* PARCC Assessment: <input type="text"/>	<input type="text"/>
	Class Status: No Change <input type="text"/>
	Bilingual: No Change <input type="text"/>
	Use Meeting Time Override: No Change <input type="text"/>
	Allow Students with No Category to be Assigned: No Change <input type="text"/>
	Assign Seats: No Change <input type="text"/>

Michigan State Specific	
Current Value	New Value
* Virtual Delivery: ALL <input type="text"/>	Not Virtual <input type="text"/>

Class Meet Fields

Likewise, if a Current Value was set to specify only a specific value to be updated to a New Value, all courses in the set Range would still be reviewed for another field to determine if it had that field's configured Current Value.

Fields default to a configuration so that, if they are not changed in any way on the template, no change will be made to any course in range, for that field.

Later, we will also see how to remove a specific course or class that is found to be in range from being updated along with others, if it should not be included in the final update process.

Continuing to scroll down, the Michigan State Specific area of the Section, the Class Meet Fields, and the Michigan State Specific area of the Class Meet are also seen and are available to be updated, as well, using the same methodology. Below is another example:

Michigan State Specific	
Current Value	New Value
* Virtual Delivery: ALL	Not Virtual
Class Meet Fields	
* Display Period: 00	00
* Scheduling Period: 00	00
* Attendance Period: 00	00
* Lunch Code: *** Any ***	None
<input checked="" type="checkbox"/> Enter the same Day Pattern for all Day Pattern fields	
* Day Patterns: *	MTWRF / 5
* Display Day Pattern: *	MTWRF / 5
* Scheduling Day Pattern: *	MTWRF / 5
* Attendance Day Pattern: *	MTWRF / 5
* Meet Type: *** Any ***	Instructional
* Start Time: 12:00 AM	
* Stop Time: 12:00 AM	
* Building: *	Building: 400 Jack Rabbit HS
* Room: *	Room: 108 DOUBLEDAY
* Local Building: *	Local Building: 400 Jack Rabbit HS
* Local Room: *	Local Room: 108 DOUBLEDAY
* Teacher: *	Teacher: DOUBLELL000 DOUBLEDAYSCR ELLEN JOLEN
* Rotation: *	Rotation Code: *
Michigan State Specific	
Current Value	New Value
	Mentor Teacher: Yes to No

A single * in the Current Value, where the field will accept the *, indicates a selection of all values.

As noted at the start of this section, it is recommended to use a new template, in almost all cases, but whether or not the template being used was newly created, it is also highly recommended to go back and carefully review set Ranges, as well as Changes to be made, in all areas.

Once the template’s setup is confirmed, it can be Saved, to be run later, or the Save and Process button may be selected to begin processing right away.

Mass Change Course Master Fields

Template Description: MSIX Course Section ID Back

Processing Messages

Creating New Preview

Processing . .

Processing Status

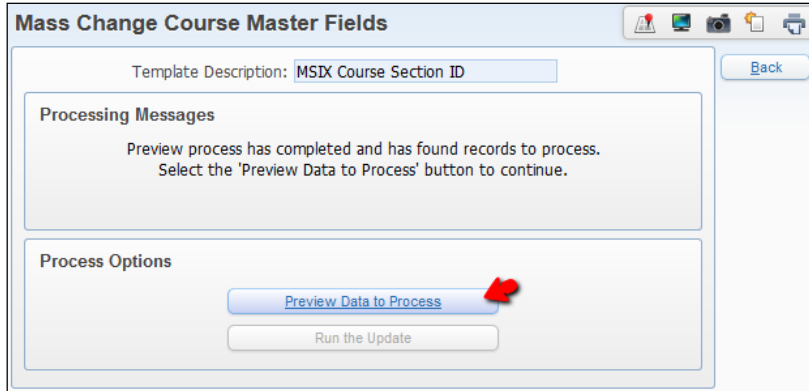
Process Title: The Create Preview is currently queued

Process Description:

Current Key:

The utility will run briefly, usually a few seconds to a few minutes, then the user will be prompted to Preview the proposed updates that the system has found to be needed, based on the template’s parameters. The system requires this Preview before the actual process may be finalized.

Select the Preview Data to Process button.



A list of the courses that the system has found to be within range are initially displayed. Each course to be changed will display on two lines with the proposed changes on the second line, in red text.

Course Key	Crs Desc	Category	Sc	Schd Pr	Tr	Grade Low	Grade High	Earn Crd	Subj	Type	Dept	Rep Card	Lock Grp	Fe	Ht	Mi	Stu	RE	Core	Grade Crs	Keep Alt	Repeat?	Loc	GPA Set 1	GPA Crd 1	GPA Set 2	GPA Crd 2	Course Type	Course Section	Term Type	
ENG 09	ENGLISH 09	R	N	0	9	09	09	1.000	EN		EN									Y	Y	Y	N	N	1	1.000	1	1.000	01	01	
ENG 10	ENGLISH 10	R	N	0	9	10	10	1.000	EN		EN									Y	Y	Y	N	N	1	1.000	1	1.000	01	01	

The top line displays the current value for the field (including any blank value). If a value for a field to be changed was already set to the New Value, this will not appear in the Preview as a proposed change, but the value may still be reviewed.

A button at the right allows the user to Remove the selected course From the final Update. The Show Classes button below that, when selected, shows the Section/Meet updates proposed.

Course Key	Crs Desc	Section	Calendar	Min Stu	Opt Stu	Max Stu	Atnd Meth	Grade Meth	Bel Sch	Sts	Bilingual	Use Time Ovr	Virtual Delivery	Virtual Delivery	Default Building	PARCC Assessment	No Cat Assigned	Use Assigned Seats	Excl
ENG 09	ENGLISH 09	01	400	18	24	30	M	M	R	A	N	N	00	Not Virtual	400		N	Y	N
ENG 09	ENGLISH 09	V01	400	18	24	30	M	M	R	A	N	N	Online Course	Not Virtual	400	ELA09	N	Y	N
ENG 10	ENGLISH 10	01	400	18	24	30	M	M	R	A	N	N	Not Virtual	400			N	N	N

Any course or class on the Preview display may be selected and, if it should not be updated with the others, the Remove From Update button can be clicked to remove that class from the final Update.

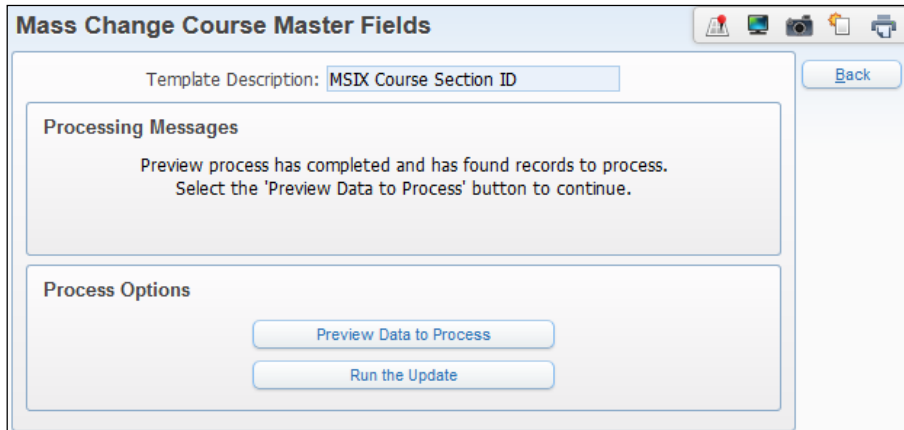
Course Key	Crs Desc	Section	Calendar	Min Stu	Opt Stu	Max Stu	Atnd Meth
ENG 09	ENGLISH 09	01	400	18	24	30	M
ENG 10	ENGLISH 10	01	400	18	24	30	M

Once removed here, none of the proposed changes will be processed for that class or course. If a course is removed, all its sections/classes are automatically removed. Where multiple sections of a course

appear in the preview, if only one Class is Removed From Update, the courses and the remaining classes will be updated, as previewed.

Classes or Courses that are Removed From Update are removed immediately from the display. The other button now changes to Show Courses again, when ready to return.

Continue to review all displayed changes in the Preview until positive all the proposed, displayed changes should be made, then select the Back button. Since the Preview process has now been completed, the final Update process may now be run.



Select the Run the Update button. One more prompt will appear, asking if you are sure you want to run this final Update process now. Selecting OK will run that process and make the changes to the courses and classes, as Previewed.

For TSDL reporting in MSDS and Ed-Fi reporting through Data Integration, this utility can be extremely helpful. If help is needed or a walk-through or review is desired when running the utility, create a service call and a Skyward support representative will be happy to help!

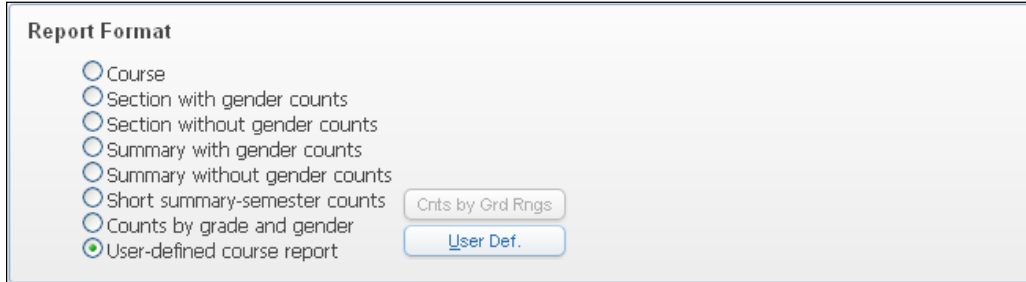
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Scheduling Reports

Office > Current (or Future) Scheduling > Build Course Master > Reports

Course Report by Course:

When creating a new template, under the set up for **Report Format** section, select **User-defined course report** and select the **User Def.** button:



The screenshot shows a 'Report Format' section with a list of radio button options and two buttons. The options are: Course, Section with gender counts, Section without gender counts, Summary with gender counts, Summary without gender counts, Short summary-semester counts, Counts by grade and gender, and User-defined course report. The 'User-defined course report' option is selected. To the right of the list are two buttons: 'Cntr by Grd Rngs' and 'User Def.'.

Select the specific fields to print on the report. State specific fields are included. The report is ideal for verifying the data that has been entered on each Course, Section, and Class Meet before extracting to TSDL.

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Student Scheduling

Student Management > Students > Students > Student Profile > Scheduling > Current

Scheduling and Grading work together to report fields in the Student Course component. This is the only component that is uniquely reported in the TSDL collection.

The Current Scheduling tab displays the student’s schedule for the current school year. Select the **View Trans** button. The **Effective Date** will display when the course was **Added** or **Dropped**.

Current Scheduling (2017-18) Graduates Non Graduates Custom NonGrads

View: List Matrix Semester-Day Options Email Legend History

Views: General Filters: *00-04 (YR = Year)

Prd	Trm	Str Trm	Stp Trm	Course	Description	Days	Bldg	Room	Teacher	Credits	Acad Hrs	Teq	Rcmd	Period Times
01	Y	01	04	ART S /01	SCULPTING	MTWRF	400	111	VVoitscr	1.000	5.000	M		7:00AM- 7:55AM
02	Y	01	04	WLSPA3/01	SPANISH 3	MTWRF	400	122	AArdonscr	1.000	5.000	M		8:00AM- 8:55AM
03	S1	01	02	ENG11A/01	AMERICAN LIT	MTWRF			DOUBLEDAY	0.500	5.000	M		9:00AM- 9:55AM
03	S2	03	04	ENG11B/01	WORLD LIT	MTWRF			DOUBLEDAY	0.500	5.000	M		9:00AM- 9:55AM
04	Y	01	04	MISTAT/01	STATISTICS	MTWRF	400	141	SPolicastr	1.000	0.000	M		10:00AM-10:55AM
05	S1	01	02	SSUSGV/01	US GOVERNMENT	MTWRF			DUBerscr	1.000	0.000	M		11:00AM-12:30PM
05	S2	03	04	SSECON/01	ECONOMICS	MTWRF			DUBerscr	1.000	0.000	M		11:00AM-12:30PM
06	Y	01	04	SCPHYS/01	PHYSICS 1	MTWRF			TTwiningsc	1.000	0.000	M		12:30PM- 1:30PM

View Trans

View All Transactions

Views: General Filters: *Skyward Default

Effective Date	Transaction Type	Course	Description	Old Terms	New Terms	Period	Teacher
07/05/2017	Add	WLSPA3/01	SPANISH 3	00-00	01-04	02	AArdonscr
07/05/2017	Add	SSUSGV/01	US GOVERNMENT	00-00	01-02	05	DUBerscr
07/05/2017	Add	SSECON/01	ECONOMICS	00-00	03-04	05	DUBerscr
07/05/2017	Add	SCPHYS/01	PHYSICS 1	00-00	01-04	06	TTwiningsc
07/05/2017	Add	MISTAT/01	STATISTICS	00-00	01-04	04	SPolicastr
07/05/2017	Add	ART S /01	SCULPTING	00-00	01-04	01	VVoitscr

If no transaction record is in place here for any classes, the schedule will report all currently enrolled classes. The effective dates work with the Enrollment Dates range on the MSDS Extract template to determine if a class should be reported.

Future Scheduling transactions are usually not tracked, so it is recommended that, once Future Scheduling is completed for the start of the school year, the Mass Create Initial Add Scheduling Transactions utility (Office > Current Scheduling > Student Schedule Generation > Setup > Utilities) should be run for the date on which teachers should be able to view their students in the Gradebook. This utility creates an initial Add transaction for the year for every scheduled class. As of the Effective Date, teachers will see their students in the Gradebooks and any later transactions will be used to determine whether and when the course was added or dropped (scheduled) after school began, in order to report for TSDL. Deleted courses with no grades will not be reported.

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Special Education

The Special Education component reports several fields maintained in the Student Services > Special Education area. These are the fields, as they appear in the Maintain Extracted MSDS Data area:

Fields Extracted for the Special Education Component

IEP Date: Placed by Another District IEP

Exit Date: Exit Reason:

Primary Educational Setting:

Primary Disability:

Secondary Disabilities: 22 - Legally Blind
 24 - Deaf

Primary Program Service Code:

Primary Support Service:

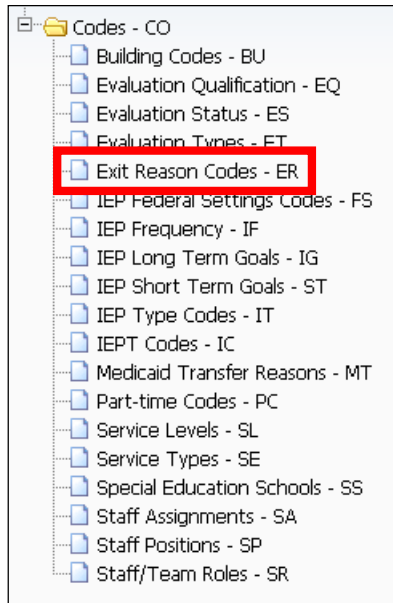
Section 52 FTE:

Section 53 FTE:

Some fields require setup in the system. Additionally, other components such as Initial IEP, Early On, Initial IFSP, Early Childhood Programs, Early Childhood Special Ed Assessment, Part C Assessment, and Part B Referral often are reporting fields that are maintained by district Special Education staff. Some programs in Michigan, such as Early On, could be reported for students who are not considered Special Education at all or for students also receiving Special Ed services. The Early On and Early Childhood screens are available in the Special Education module but may also be maintained from their tabbed screens in the regular Student Profile in the Special Programs area.

Special Education Codes

Student Services > Special Education > Setup > Codes



Exit Reason Codes

Code:

* Short Description:

* Long Description:

Status: Active Inactive

Special Education Exit Reason: Districts will need to create Exit Reason Codes, as defined by CEPI. Currently, the only valid Exit Reason Codes are:

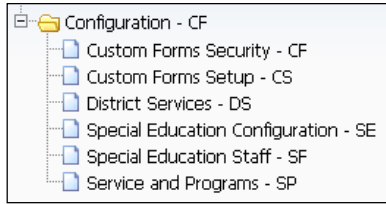
- **30 – Declassified** - The IEP team determined the student is no longer eligible for special education programs or services.
- **31 – Parent revoked** – The parent revoked consent for the student to receive special education programs and/or services.

Districts can create additional Exit Reason Codes, but they will not be extracted for state reporting. Exit Reason Codes are added when exiting the student from Special Education in the State Reporting screen.

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Special Education Configuration

Student Services > Special Education > Setup > Codes



District Services:

These records are configured to contain the information about any Special Education service provided by the district. A student assigned to the service as a placement must have an enrollment record in the Default School that is assigned to the Building on the placement’s District Service record as of the Count Date used on the extract/report template to report FTE.

District Service Maintenance (99)

District Service Information

District: 00000 MI Skyward Schools

School Year: 2018 2017-18

Entity: 000 MI SKYWARD SCHOOL DISTRICT

Special Service: 193 Autism Spectrum Disorder (ASD) Program

Program Number: 193 Sequence Number: 0

Program Name: Autism Spectrum Disorder

Building: 401 Music School

Room:

Service Provider:

* Operational Period: Regular * Site Type: Regular Education

* Service Start Date: 07/01/2017 * Service End Date: 06/30/2018

Service Type: MT Musical Therapy

Service Level: 1 1

Service Comments:

Max Class Size: 12 Class Size: 1 Number of WIP: 0

Asterisk (*) denotes a required field

If a travelling staff member provides the same program/service in multiple buildings, a Building code of ‘999’ (Multiple Buildings) can be created and assigned to a District Service. On assigning that District Service to an individual student’s placement, a Local School field will then display and require the school where the services are actually being provided to the student to be entered.

District Service Maintenance (98)

District Service Information

District: 00000 MI Skyward Schools

School Year: 2018 2017-18

Entity: 000 MI SKYWARD SCHOOL DISTRICT

Special Service: 110 Mild Cognitive Impairment

Program Number: 110 Sequence Number: 1

Program Name:

Building: 999 Multiple Buildings

Room:

Service Provider:

* Operational Period: Regular * Site Type: Special Education

* Service Start Date: 07/01/2017 * Service End Date: 06/30/2018

Service Type:

Service Level:

Service Comments:

Max Class Size: 0 Class Size: 0 Number of WIP: 0

Asterisk (*) denotes a required field

Service and Programs:

Services, Programs, and disabilities are all maintained in the same area. Add or edit a code. The checkboxes in the center of the code maintenance screen determine how they are handled.

Disability Code:

Special Education Service Maintenance

Disability\Programs\Service ID:

Short Desc:

Long Desc:

Disability Code:

Program Description? Program Rule Nbr:

Related Service Description? Service Rule Nbr:

Disability Description? Eligibility Rule Nbr:

Transition Service?

Medicaid Eligible?

Prog/Serv Code:

State Reporting Type: Program Related Service

Active

When a code is flagged as a Disability, the Disability Code field should be populated with the appropriate state code for that disability. If left blank, the code will not be reported.

This value is extracted as the Primary Disability or Secondary Disability in the Special Education Component.

Program Code:

Special Education Service Maintenance

Disability\Programs\Service ID:

Short Desc:

Long Desc:

Disability Code:

Program Description? Program Rule Nbr:

Related Service Description? Service Rule Nbr:

Disability Description? Eligibility Rule Nbr:

Transition Service?

Medicaid Eligible?

Prog/Serv Code:

State Reporting Type: Program Related Service

Active

When any code is checked as either a Program Description or a Related Service Description, the Prog/Serv Code field and State Reporting Type field are enabled. Select the appropriate type and enter the correct Prog/Serv Code that should be reported to the state in the Special Education Component.

Related Service Code:

Special Education Service Maintenance

Disability\Programs\Service ID:

Short Desc:

Long Desc:

Disability Code:

Program Description? Program Rule Nbr:

Related Service Description? Service Rule Nbr:

Disability Description? Eligibility Rule Nbr:

Transition Service?

Medicaid Eligible?

Prog/Serv Code:

State Reporting Type: Program Related Service

Active

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Evaluation and Initial IEP

Student Services > Special Education > Student Profile > Evaluation Information:

Evaluation Information

Type of Evaluation: Evaluation Reevaluation Termination Transfer

Evaluation Type: IES Initial Eval Special Education Void Evaluation

* Evaluation Start: 07/05/2017 Evaluation Notice: 07/05/2017 Request for Consent: 07/05/2017

Case Due: 08/04/2017 Evaluation Extension: Start Next Evaluation: 04/06/2020

Evaluation Completed: 07/05/2017 Next Evaluation: 07/05/2020 Last Team Meeting: 07/05/2017

Reevaluation Waived Date: Psychological Eval Date: 07/05/2017 Psychiatric Exam: 07/05/2017

Consent Information

Evaluation Permission: Yes Permission Date: 07/05/2017 District Received Date: 07/05/2017

Placement Consent Given: Yes Placement Consent Date: 07/05/2017

* Status of Evaluation: CSE Completed Eval - Eligible for Sp Ed

Comments:

Case Manager: FORGETAN000 FORGETTESCR, TANJA R

Agency Where Enrolled: 00000 MI Skyward Schools

Special Ed School: 400 Michigan High School

Eval Approval Status: Approved Status Set by: G, BOBBI

Initial IEP Mark As Initial

Initial IEP Completion Date: 07/05/2017

Result: 1 - Student was found eligible

Timeliness: 11 - IEP completed within 30 school days

Days Beyond Timeline: 0

Part C Transition Timeliness:

Initial IEP data has been submitted for MSDS

Initial IEP Mark As Initial: Check this box if this is the Initial Evaluation for this student. The state uses the term “Initial IEP” in order to refer to the student’s Initial Evaluation.

Initial IEP Completion Date: This is the date on the notice of the offer of a free appropriate public education (FAPE).

Result: Select the outcome for the student whether or not they are eligible for Special Education programs and services.

Timeliness: Select the timeliness status for the evaluation of eligibility.

Days Beyond Timeline: Enter the number of calendar days that the evaluation and completion of the Initial IEP went beyond the 30 school-day timeline or agreed-upon written extension.

Part C Transition Timeliness: Enter the number of days that the evaluation and completion of the Part C Transition went beyond the child’s third birthday.

All of the above fields are reported in the Initial IEP Component.

Initial IEP data has been submitted for MSDS: The Initial IEP Component can only be reported once for any single episode of Special Education services and/or programs. Once a student has had their data submitted for the MSDS Initial IEP Component, check this box for that student. With the box selected,

the Initial IEP Component will no longer report for that student. This may be done for all students in a date range using the Mass Update Records as Submitted to MSDS utility.

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IEP

Student Services > Special Education > Student Profile > most recent IEP Information:

IEP Information		
08/28/2017 - 08/27/2018		Scroll To: Placements
Start IEP: 08/28/2017	End IEP: 08/27/2018	<input type="checkbox"/> Work in Progress
Created: 08/28/2017	IEP Meeting: 08/14/2017	<input type="checkbox"/> Service Plan
Review IEP:	IEP Revision:	<input type="checkbox"/> Placement by Another District
Offer of FAPE:		<input type="checkbox"/> Extended School Year Required
		<input type="checkbox"/> Exit IEP
IEP Type: R Revision		
IEP Manager: FORGETAN000 FORGETTESCR, TANJA R		
Educational Setting: 11 Inside General Ed class 80% or more of school day		
STDT Member: Section 52		
IEP Approval Status: Approved		

Service Plan: Selecting this checkbox will ensure the **Type of Plan** field in the Special Education Component reports a code of '03' (Non-Public Service Plan), unless Placement by Another District is also selected (which overrides the Type of Plan to '02' (IEP). '02' will automatically report for all students with an IEP, unless they have the Service Plan box checked or the student has an Early On record with an IFSP ('01').

Start IEP: If the Service Plan is '02' (IEP) or '03' (Non-Public Service Plan), then the start date of the IEP that is active on the Count Date extracts as the **Plan Date**. If an Offer of FAPE date is entered, that date will instead report as the Plan Date. The Current IFSP Date extracts from the **Early On** record as the Plan date, if the Service Plan is '01' (IFSP). If any IEP/IFSP began within the Enrollment Dates range on the MSDS extract template, but ended prior to the Count Date, the IEP Start Date or Current IFSP Date is reported as an **Additional Plan Date** in the Special Education Component.

Placement by Another District: Check this box to indicate that the student, as stipulated in his/her current IEP, participates in a center program, a cooperative-agreement program designed specifically for Special Education students, or a cross-district Special Education program. This field is reported as the **Placed by Another District IEP** field in the Special Education Component.

Educational Setting: Select the code to indicate the location or facility type where the student participates in Special Education programs or services. This field is reported as the **Primary Educational Setting** in the Special Education Component.

STDT Member: Select whether the student qualifies for Section 53 Membership or not. For those students that do not qualify for Section 53 Membership, select the Section 52 option. This will decide how the Special Ed FTE (below) is reported.

Special Ed FTE: This value is shown on the IEP, just above the placements and is automatically calculated.

Transportation Eligible Transportation Provider: %Enrolled:
 Override Blg Hrs Student Hours:
 ECDD Student ECDD FTE:
 General Ed Time: General Ed FTE:
 Building Hours: Spec Ed FTE:
 Override Spec Ed FTE:
 IEP Locked Locked by:
 Reason Locked:

Year	Pri	Service	Prg#	Seq#	Primary Teacher	Begin Date	End Date	Direct	Indirect	Freq	XFre
2017-18	Yes	120	120	001	QUINN W QUAILSCR	08/15/2017	06/30/2018	25:00	0:00	5wk	30
2018-19	Yes	120	120	001	LAKESHA Y BEARSESCR	07/01/2018	08/14/2018	25:00	0:00	5wk	30

The calculation process starts with the Building Hours value, which is derived from the Calendar that is assigned to the student on the Entry-Withdrawal tab in the regular Student Profile. The hours (and any remaining extra minutes) of instructional time for students with that calendar is entered as shown in the Avg Instr fields.

Entity: 400 - Jack Rabbit High School Calendar: Jack Rabbit High School
 Year: Start: End: Avg Instr:
 Use Zero Mod: Method: Calendar Method-Use H: F Days:
 Hours in School Year: Minutes per Day: Non-Instructional Days: Maximum Periods in a Day:
 Attendance: 1: 2: 3: 4: 5: 6:
 Scheduled: 1: 2: 3: 4: 5: 6:

The student's most recent IEP's Placements should have Direct Time entered similarly (hours and minutes, NOT decimal values).

District Service Information

District: 00000 MI Skyward Schools

School Year: 2018 2017-18

Service: 120 Moderate Cognitive Impairment

Program Number: 120 Sequence Number: 1

Program Name: Cognitive Impairment

Site Type: Special Education

Building: 999 Multiple Buildings Room:

Primary Teacher: QUINN W QUAILSCR

Transfer
 Primary Placement
 Dismissed Placement

Frequency: 5wk 5 times per week

Times Per Frequency: 300

* Begin: 08/15/2017 * End: 06/30/2018

* Local School: 400 Michigan High School

Breakdown:

Direct Time/Week: 25: 0 Indirect Time/Week: 0: 0

Asterisk (*) denotes a required field

The total amount of Placement time is divided by the Building Hours (or the Override Building Hours, if used – usually not recommended). The student shown in the examples above has 15 Building Hours and 6 hours of Direct placement time in Special Education. 6/15 gives a Special Ed FTE of 0.40. Since the student is 100% Enrolled, the remainder is calculated as General Ed FTE (0.60).

ECDD Student: Check this box if the student is Early Childhood Developmental Delay eligible.

ECDD FTE: Once the ECDD Student box is checked, then enter the FTE for this student.

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IEP Placement(s)

Placements are found at the bottom of the IEP. Use the **Placements** button near the top right of the IEP screen to quickly jump to that area. The most recent IEP is used.

District Service Information

District: 00000 MI Skyward Schools

School Year: 2018 2017-18

Service: 120 Moderate Cognitive Impairment

Program Number: 120 Sequence Number: 1

Program Name: Cognitive Impairment

Site Type: Special Education

Building: 999 Multiple Buildings Room:

Primary Teacher: QUINN W QUAILSCR

Transfer Primary Placement Dismissed Placement

Frequency: 5wk 5 times per week

Times Per Frequency: 300

* Begin: 08/15/2017 * End: 06/30/2018

* Local School: 400 Michigan High School

Breakdown:

Direct Time/Week: 25: 0 Indirect Time/Week: 0: 0

Asterisk (*) denotes a required field

For a placement to be counted for FTE calculation, the Begin and End Dates must include the Count Date being extracted for the collection and the student must be enrolled in an entity in which any Local School on the Placement is assigned.

- **Local School:** If a District Service with a Building code of '999' (Multiple Buildings) is assigned to an individual student's placement, the Local School field then displays and requires the school where the services are actually being provided for that student to be entered before the placement may be saved. This allows for the Special Ed FTE to be correctly assigned to the building where the services are actually provided.
- **Direct Time/Week:** Enter the direct hours and minutes, per week, that the student receives these services.
- **Indirect Time/Week:** Enter the indirect hours and minutes, per week, that the student receives these services.

Both Direct and Indirect time may be used, in some cases.

- **Include Related Service in Spec Ed FTE:** If the selected District Service in a Placement is for a Related Service, any Direct/Indirect Time is automatically excluded from the Spec Ed FTE calculation. In order to have that Service count towards a student's Special Education FTE, the Include Related Service in Spec Ed FTE checkbox must be selected. This is used for MSDS reporting, Membership Report, Section 52/53 Reports, as well as Worksheets A, B, and C.

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Disabilities

Student Services > Special Education > Student Profile > Disabilities:

Disabilities			
Dis	Description	Pri ▲	Eligibility Criteria
▶ 15	Autism Spectrum Disorder	Y	
▶ 07	Hearing Impairment	N	

Add a record for each Disability for the student. Check the Primary Disability checkbox to flag the record as the Primary disability for the student. That disability will extract as **Primary Disability**. A student must have a Primary Disability in place in order to extract the Special Education Component.

CEPI also accepts disability codes 22 (Legally Blind) and 24 (Deaf) as a **Secondary Disability**.

State Reporting (Exit from Special Education)

Student Services > Special Education > Student Profile > State Reporting

Evaluation Start	Date Created	T of E	T	Response Date	Status	Compl.
10/09/2013	10/09/2013	E	IES	08/13/2013	CSE	08/14/

1 records displayed

Exit Info
Spec Ed Exit/Date: 30 - 05/10/2016

Add
Edit
Delete
Print Forms
Stu Note
Attachments

State Reporting

Exit Information

Exit Date: 05/10/2016 Remove Exit Date and Reason

Exit Reason: 30 Declassified-IEP Team Determntn

Comments:

Edit
History
SE Exit Transactions

Special Education Exit Date: Enter the month, day, and year of the first day after the date a student last participated in Special Education programs or services.

Special Education Exit Reason: Select the reason for the student's exit from Special Education services. This field is only reported when the Exit Reason code is 30 or 31.

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Early Childhood (Special Education Assessment/ECSE)
 Student Services > Special Education > Student Profile > Early Childhood

The screenshot shows a web-based form titled "Early Childhood Assessment". It contains the following fields and options:

- Entry Date:** 09/26/2016, Monday
- Entry School Year:** 2017
- Assessment Tool:** 02 - Battelle-FULL
- Outcome 1A:** 1 - Not Yet
- Outcome 2A:** 2 - Between Not Yet and Emerging
- Outcome 3A:** 3 - Emerging
- Remove End Date
- Exit Date:** 05/18/2018, Friday
- Exit School Year:** 2018
- Assessment Tool:** 18 - Part C Exit Tool: Other
- * Other Tool Comments:** Type of Part C Exit Tool
- Outcome 1A:** 4 - Between Emerging and Somewhat (checked)
- Outcome 2A:** 5 - Somewhat (checked)
- Outcome 3A:** 6 - Between Somewhat and Completely (checked)
- Outcome 1B:** (checked)
- Outcome 2B:** (checked)
- Outcome 3B:** (checked)
- Entrance Comment:** Full Batelle
- Exit Comment:** District screener, per Mr. Smith

Asterisk (*) denotes a required field

Entry Assessment Date: Enter the month, day, and year of the first day when the child was assessed for entry into the Early Childhood Special Education (ECSE) program.

Assessment Tool: Select the method of determining the child’s level of functioning within the three areas assessed at the initiation of Special Education service and when he/she either exits from early childhood Special Education, begins kindergarten or within 30 days of his/her 6th birthday.

Other Tool Comments: This field is available and required, if ‘18’ is entered as the Assessment Tool. Enter the description of the type of assessment tool used, when it is not one of those in the list of values provided in the Assessment Tool characteristic.

Outcome 1A: Positive social-emotional skills (including social relations): Select the value that indicates to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

Outcome 2A: Acquiring and Using Knowledge and Skills: Select the value that indicates to what extent the child shows age appropriate functioning, across a variety of settings and situations.

Outcome 3A: Taking Appropriate Action to Meet Needs: Select the value that indicates to what extent the child shows age appropriate functioning, across a variety of settings and situations.

Exit Assessment Date: Enter the month, day, and year of the first day when the child was assessed upon his/her exit from early childhood Special Education.

Outcome 1B: Indication of the child’s acquisition of new skills or behaviors related to positive social-emotional skills (including positive social relationships) since his/her last assessment.

Outcome 2B: Indication of the child’s acquisition of new skills or behaviors related to positive social-emotional skills (including positive social relationships) since his/her last assessment.

Outcome 3B: Indication of the child’s acquisition of new skills or behaviors related to positive social-emotional skills (including positive social relationships) since his/her last assessment. This information is reported in the Early Childhood Special Education Component.

Early On

Student Services > Special Education > Student Profile > Early On

See the [Early On](#) section in Special Programs under Program Participation, earlier in this manual. This section may be maintained from either the regular Student Profile or from the Special Education module.

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Staff

Staff > Staff > Edit Staff Member

Title:	<input type="text" value="MR ALGERNON BRAU"/>	Initials:	<input type="text" value="AB"/>
* Long Name:	<input type="text" value="BRAU, ALGER"/>	* Short Name:	<input type="text" value="BRAU A"/>
Teacher PIC Number:	<input type="text" value="456781"/>		
License Number:	<input type="text"/>		
	<input type="checkbox"/> Discipline Officer	<input checked="" type="checkbox"/> Teacher	<input type="checkbox"/> Substitute
	<input type="checkbox"/> Career Center Counselor or Administrator	<input type="checkbox"/> Counselor	
Website:	<input type="text" value="http://www.teach4math.com/braualger"/> ?		
	<small>The website address should begin with http:// (example: http://www.skyward.com)</small>		
Name Used As:	<input type="text" value="SECURITY USER STAFF"/>		

Teacher PIC Number: Enter the employee’s unique Personnel Identification Code (PIC), as assigned in the Registry of Educational Personnel (REP). This value is reported as the **PIC** and/or **Mentor PIC** in the Student Course Component.

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Supplemental Nutrition Eligibility

Lunch Code

Food Service > Food Service > Setup > Codes > Lunch Codes

(This path is available, even if the Food Service module has not been purchased by the district.)

Lunch Code Maintenance

Lunch Code:

Short Description:

Long Description:

Lunch Code Type: Adult Free Normal Reduced Other

Subsidized Account:

Regular Account:

Use Price Category

Wand Entry Display Value:

- Lunch Code Type:** The type selected for each Lunch Code used determines how students assigned with those codes will be reported for the Supplemental Nutrition Eligibility field in the component of the same name. Where a student is assigned a code with the Lunch Code Type of “Free,” the student’s eligibility would be reported as ‘1’ (Eligible for free-meal/milk program). “Reduced” type codes assigned report as ‘2’ (Eligible for reduced-price meal program).

Student Food Service Tab

Student > Students > Student Profile > Food Service tab

Effective Date	Lunch Code	Price Category	Pa
08/31/2017	Direct Cert	FREE	M
01/01/1900	Normal		M

- Effective Date:** This date is used in conjunction with the Lunch Code to determine if the student should be included in the Supplemental Nutrition Eligibility (SNE) Component.

SNE records are only created if the Lunch Code is assigned a Free or Reduced Lunch Code Type and the Effective Date is 07/01 through the student’s Calendar End Date.

Per state rules, students utilizing the “30 Day Carryover” rule should not be reported in the SNE Component in the Fall General Collection, unless they have been re-verified as being eligible for the current year.

The state also allows for students to be verified as eligible for Free/Reduced lunch after the Count Day, through the Certification deadline.

Direct Certification File Import

Federal/State Reporting > Michigan State Reporting > Food Service > Import Direct Cert Files

Import Direct Certification File

Import Direct Certification File Ranges ?

Last Run: 09/29/2017 10:52 AM

File: [View Attached File](#) [Remove Attached File](#)

* Application Date: 11/02/2017 **Thursday**

* Effective Date: 11/02/2017 **Thursday**

* Free Lunch Code: D Direct Cert Free

* Reduced Lunch Code: E Direct Cert Reduced

Asterisk (*) denotes a required field

Buttons: Run, View Layout, Back

The state of Michigan regularly provides a downloadable file based on students that have been uploaded in recent state reporting file submissions. The state provides this file through the Direct Cert Refresh process to give districts/ISDs a list of the students (among those that were submitted by them in MSDS Collections) whom the state has found to be eligible for Free or Reduced meals. The eligibility is based on criteria that the state has already confirmed for that student through other programs provided.

The files are refreshed with the latest known eligibility at least once a month, throughout the regular school year. At some time of the school year when new enrollment numbers may be higher, the state may provide additional Direct Cert Refresh file availability (often twice a month at the start of the school year, for instance) and the process is generally paused in summer months.

The import files contain student ID information, along with a code for which the student was found eligible, such as 'M' for Free eligibility based for Medicaid recipients. These files are downloaded through the state's web site and can then be saved to the user's computer and imported into Skyward, to mass assign all the students in the file to the appropriate Free or Reduced eligibility.

Step 1: Select the Import Direct Certification Files option. A list of any previous import process is displayed. The list display has View and Filter options to use, as needed, to find specific file import processes that were previously run.

Step 2: Review/Remove, Browse, and Upload. To import a new file, select the Import File button, at the right.

The file that was most recently imported will remain held in the system and the Last Run field displays the date and time when that last file was imported. If this is the first time a file is being imported, this field will be blank.

If a file is still attached from a previous import, the View Attached File button appears and allows the user to look through that file, if needed. If a new file has been downloaded from the state and is ready to be imported, but a Browse option does not appear yet on the import template, select the Remove Attached File button to clear that previous import file out. The Browse button should then appear.

Select the Browse button and navigate to find the correct file to be imported. It is strongly recommended to confirm the file name and date is correct. Once the correct file is selected, select the Upload button to bring the file into the system and prepare it for import. The View Attached File button should (again) be available to allow for review of the file, as needed.

Step 3: Complete the Import setup. If the Food Service module has been purchased, this utility is also available from that module and either access point to the utility will display the current date to show the Application Date that will be assigned, on import.

The **Effective Date** will also default to the current date and should reflect the date for which the directly certified students' eligibility will first be effective. If the utility is run in the early morning, for instance, this is usually best, but if run in the evening, the user may wish to change this date to the next school day's date, as that may be the first meal served for which the student would be eligible, based on this file import.

Next, a code should be entered for the **Free Lunch Code**. This will be the code assigned to all students who qualified for Free meals, based on this import file code on their record.

Assign a **Reduced Lunch Code** that should be assigned to all students on the Direct Cert import file who qualified for Reduced price meals.

Step 4: Run the Import. When ready to run the import process, select the Run button.

Food Service records dated with the Effective Date and the appropriate Code will be automatically mass assigned.

As with manually assigned codes, the date and crosswalk on the Lunch code assigned drive what code is reported for the student in the Supplemental Nutrition Eligibility (SNE) Component of the General and SRM Collections.

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Revision History

Version	Date	Changes
05.19.02.00.07	05/02/2019	Reading Deficiency section added
05.19.06.00.04	07/18/2019	2019-20 School Year updates made throughout manual.
05.19.10.00.04	11/20/2019	Reading Deficiency section updated.
05.19.10.00.08	01/07/2020	Entry section updated - Otherwise Atnd.

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