



**SPECIAL EDUCATION**

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# **SPECIAL EDUCATION**

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**MySped Application**

**Training Guide**

**For**

**CHDC/ACS**

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## Access to MySpEd Database

### Student Application

1. Go to Arkansas Special Education web site: <https://arksped.ade.arkansas.gov/>
2. Click on MySpEd Resources near the flashing red arrow
3. Type in User ID (9\*\*\*) and Password and click on “Sign-In”
4. Click on the Student Tab.
5. For Cycle 4, hover over the tab School Age – Cycle 4.
6. Slide over and click on Entry – School Age Data.
7. For Cycle 4 to enter Employees, Click on the Personnel Tab.
8. Hover over the Special Ed. Employees.
9. Slide over and click on Entry – Employee Data.
10. For Cycle 7, hover over the tab School Age Exits – Cycle 7.
11. Slide over and click on Entry – School Age Exits.

### Tips for Navigating the Application

- Use the Tab key or the mouse to navigate to the fields.
- Dates will automatically format to mm/dd/yyyy. Type only the numbers.
- To edit a student’s record, click on small notebook icon to the left of the student’s name.
- Press “Save” to save all changes or additions. Look for message in red at top of screen (**Success! Data has been saved**) to verify data has been saved. If the data did not save, the message will state the related problem. Correct the data as indicated in the message and press “Save.”
- Press Exit to go back to list of students.

## Add a Student Record

Click on ‘Add a New Student’. A red asterisk indicates a required entry.

### 1. Student Demographic & SPED Data (Cycle 4)

Entered during the month of January.

SCREEN: School Age Data FISCAL YEAR: 201

LEA: 9999 ADE - Special Education Unit

MESSAGE:

Grade: All

Disability: All

Ed Environment: All

Get Data Export to Excel

[Add Student](#)

	First Name	Last Name	SSN	Date of Birth	Age	Grade	Race	Disability	Ed Environm
	Walter	White	111222333	01/02/2000	13	02	A-NNYNNN	HI	RR

Page 1

Support	Monitoring	Finance	Personnel	Students	Exit
SCREEN: <b>School Age Data</b>			FISCAL YEAR: 2015/16		
LEA:					
MESSAGE:					
Last Name	<input type="text"/>	*	First Name	<input type="text"/>	*
Middle Name	<input type="text"/>		SSN	<input type="text"/>	
State ID	<input type="text"/>		Building Code	<input type="text"/>	
Date of Birth	<input type="text"/> (mm/dd/yyyy)		Gender	--Select--	*
Race	<input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White				
Grade Level	--Select--	*			
Assigned Grade	--Select--				
Alt Port	--Select--				
Alt Assessment	Not Applicable or Null (default)				
Charter School	--Select--		ELL	--Select--	
Disability	--Select--	*	Ed Environment	Choose Placement	
Provider Name	<input type="text"/>		Resident Lea	<input type="text"/>	
Private Provider LEA	<input type="text"/>				
School Choice General outside district	--Select--		School Choice Outside District	--Select--	
School Choice Prior LEA	<input type="text"/>		Temporary Student	--Select--	
Entry Date	<input type="text"/> (mm/dd/yyyy)		Teacher's Last Name	<input type="text"/>	*
Teacher ID	<input type="text"/>	*	Speech Therapist's Last Name	<input type="text"/>	
Teacher's First Name	<input type="text"/>	*			
Speech Therapist ID	<input type="text"/>				
Speech Therapist's First Name	<input type="text"/>				
Save		Exit			

**Last Name:** Student's Last Name

**First Name:** Student's First Name

**Middle Name:** Student's Middle Name or Initial

**SSN:** Enter the student's Social Security Number.

**State ID:** Enter the 10-digit unique state identifier number.

**Building Code:** Enter the Building Code, which the student is assigned. For CHDC/ACS, the Building Code is 000.

**DOB:** Student's date of birth. (mm/dd/yyyy)

**Gender:** Select Female or Male

**Race:** Select all races that apply by clicking in each box. A check mark will appear for each box that applies.

**Grade:** Enter the student's actual Grade level.

**Assigned Grade:** Any non-graded student (EE, SM, SS) must be assigned a grade level for standardized testing purposes. If the grade level to be assigned is unclear, then take the child's age as of September 15<sup>th</sup> and subtract 5. For example: a non-graded student who was 10 years old on September 15<sup>th</sup> would be in grade 5 for testing purposes. Students who are seniors who are remaining until they are 21 would be coded as a non-graded student.

**Alt Port:** Indicate if the student is assessed with an Alternate portfolio as outlined in the IEP.  
N No

**Alt Assessment:** Indicate which, if any, Alternate Assessment the student is taking.  
NA Not Applicable or Null (default) (**For CHDC & Corrections**)

**Charter School:** For CHDC/ACS, indicate that the student is NOT attending a Charter School.

**ELL (English Language Learner):** Select "Yes" if English is either not the student's first language or not the language spoken at home. Otherwise select "NO."

### **Primary Disability**

#### **AU Autism**

"... a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section." [taken from 34 Code of Federal Regulations §300.7(c)(1)(i)]

### **DB Deaf-Blindness**

“. . . concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.” [taken from 34 Code of Federal Regulations §300.7(c)(2)]

### **ED Emotional Disturbance**

“(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

- (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (C) Inappropriate types of behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression.
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.” [taken from 34 Code of Federal Regulations §300.7(c)(4)]

### **HI Deaf/Hearing Impairment**

Deafness: “. . . a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance.” [34 Code of Federal Regulations §300.7(c)(3)]

Hearing Impairment: “. . . an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this section.” [taken from 34 Code of Federal Regulations §300.7(c)(5)]

### **MD Multiple Disabilities**

“. . . concomitant impairments (such as mental retardation-blindness, mental retardation, orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.” [taken from 34 Code of Federal Regulations §300.7(c)(7)]

### **MR Intellectual Disability**

“. . . significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.” [taken from 34 Code of Federal Regulations §300.7(c)(6)]

### **OHI Other Health Impairments**

“(9) Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--

- (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (ii) Adversely affects a child’s educational performance.” [taken from 34 Code of Federal Regulations §300.7(c)(9)]

**OI Orthopedic Impairments**

“... a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).” [taken from 34 Code of Federal Regulations §300.7(c)(8)]

**SI Speech/Language Impairments**

“... a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.” [taken from 34 Code of Federal Regulations §300.7(c)(11)]

**SLD Specific Learning Disabilities**

“...a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia...The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage.” [34 Code of Federal Regulations §300.7(c)(10)]

**TBI Traumatic Brain Injury**

“... an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.” [34 Code of Federal Regulations §300.7(c)(12)]

**VI Visual Impairments**

“... an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.” [34 Code of Federal Regulations §300.7(c)(13)]

**Educational Placement:** The primary educational placement as defined under federal guidelines for ages 6-21. Only these 2 Educational Placements are appropriate for CHDC/ACs

**RB Public Residential (CHDC)**

If a student receives special education and related services for greater than 50 percent of the school day in a public residential facility This includes students attending the Arkansas School for the Deaf or School for the Blind that RESIDE at the school during the school week.

**CF Correctional Facility (ACS)**

Students who received special education in correctional facilities. This data is intended to be a count of all students receiving special education in short-term detention facilities (community-based or residential), or correctional facilities.

**Name of Provider:** The name of the provider for the educational placement codes of DI, DB, RI, RB, and HH. In the case of DI, DB, RI, and RB this FIELD should contain the *name of the facility* where the student is served. For students in HH placement, this FIELD should contain the *name of the person* who provides the student’s educational services.

**Resident LEA:** CHDC/ACS does NOT enter a Resident LEA number in this field.

**Provider LEA:** This field is linked to **Educational Placement codes CF, DI, DB, HH, RB, and RI.** *Only students with these placement codes should have this field completed.*

Enter the 7-digit LEA number of the district *where the student lives*, if a student’s educational environment is CF, DI, DB, HH, RB, or RI.

**School Choice General**

N No

**School Choice Improvement Outside the District**

N No

**School Choice Resident LEA**

Leave this field blank.

**Temporary Student**

N No

**Entry Date:** The date the student entered your Special Education program.

**Teacher ID:** Enter the ID number of the Special Ed Teacher.

**Teacher’s First Name:** Enter the special education teacher’s first name.

**Teacher’s Last Name:** Enter the special education teacher’s last name.

**Speech Therapist ID:** Enter the ID number of the speech therapist.

**Speech Therapist’s First Name:** Enter the speech therapist’s first name.

**Speech Therapist’s Last Name:** Enter the speech therapist’s last name.

## 2. School Age Exits (Cycle 7)

Entered during the month of September.

The screenshot shows a web application interface for 'SPECIAL EDUCATION'. At the top, there is a navigation bar with tabs for 'Support', 'Monitoring', 'Finance', 'Personnel', 'Students', and 'Exit'. Below the navigation bar, the screen title is 'SCREEN: School Age - Exit Students' and the fiscal year is 'FISCAL YEAR: 2014/15'. The form contains several input fields and checkboxes:

- Name Fields:** Last Name, Middle Name, First Name.
- Identification:** SSN, Gender (dropdown menu).
- Demographics:** Disability (dropdown menu), Race (checkboxes for Hispanic/Latino, American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, White).
- Academic/Program Info:** Grade (dropdown menu), ELL (dropdown menu), Fed Placement (dropdown menu), Exit Status (dropdown menu).
- Other:** Exit Date.

At the bottom of the form, there are 'Save' and 'Exit' buttons.

**Exit Date:** Enter the date in which the student withdrew or exited the special education program.

**Exit Status:** Indicate if the student age 14-21 left the special education program during the current school year. The exiting categories are as follows:

- DI** Deceased
- DO** Dropped out (must meet the state definition of drop out including students who are obtaining a GED). This is the student enrolled at the start of the reporting period, was not enrolled at the end of the reporting period, and did not exit special education through any of the other bases described. This includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), and other exiters from special education.
- GC** Graduated with a certificate (did not meet the requirements for a regular diploma). This is the student who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities. This category also includes students receiving any alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED), so long as the State remained continuously enrolled in the secondary educational program.
- GD** Graduated with a regular high school diploma. The student exited an educational program through receipt of a high school diploma identical to that for which students without

disabilities are eligible. The student met the same standards for graduation as those for students without disabilities. The term does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED).

- MA** Student reached maximum age. This is a student who exited special education because of reaching the maximum age for receipt of special education services, including students with disabilities who reached the maximum age and did not receive a diploma.
- MK** Student moved but is known to be continuing in school
- RC** Student returned to the regular classroom. These are students who no longer have an IEP and are receiving all their educational services from a regular education program.
- NP** Referred, Evaluated, and Not Placed. This code is not used in reporting.
- HS** Home Schooled is reported as MK, Move Known

- 3. Save:** To successfully save entries in the database, click on the SAVE button at the bottom of the screen and look for the message in red at that top of the screen (**Data has been saved!**). If the data was saved, the message should read as such. If the data was not saved, the message will give you an indication as to why. Particular information is required in order to save the data.
- 4. Exit:** Click on the Exit box at the bottom of the screen to return to the current list of all special education students in your district database. To return to the home page of MySpEd Resources, click on the message (Return to MySpEd) at the right-hand, top-corner of the screen next to the flashing red arrow. If exiting out, remember to SAVE desired changes first.

## Sort functions

The list of students may be sorted according to the headings indicated in blue. Click on the desired field and students will sort accordingly.

## Update a Student

1. Click on the small notebook to the left of the student's name to access the in detailed information
2. Make any necessary changes in the fields
3. Click Save and Exit to return to list of Students.

## Delete a Student

Click the red **X** to the left of the name of the student you wish to delete.

## Export to Excel

This function provides an updated list of students *based on the data entry changes made for each individual student.*

- **Export to Excel (Active Students/Dec 1 Students):** This option lists all students and all the fields for those who have entered the program on or before December 1 of the fiscal year and who have not withdrawn from the program before December 1 of the fiscal year. This should represent all students being served on December 1 of the fiscal year.
- **Export to Excel Exits:** This option lists all students and all the fields for those who have exited the program for the fiscal year (July 1, Fall term – June 30, Spring term).

### Save, Sort, and Review in Export to Excel

It is highly recommended you save the excel sheet to your computer as a backup. Steps for sort and review your data in Excel can be found in the documents containing School Age MySpEd Review Procedures for Cycle 4 and Cycle 7.

### Log off MySped

1. Click on “Return to MySped” from the Student Demographics screen
2. Click on Exit at the top of the screen from MySped screen
3. Select “Sign Out”

### Student Demographics screen

SPECIAL EDUCATION			
ce	Personnel	Students	Exit
Unit			Home Sign Out Sign In Change LEA
Unit	SSN	Title/Service Prov Code	Grade Level
s	141414141	03	PS
	456789123	20	PS
	274652569	03	PS

## CHDC/ACS Employee MySped Application Procedures

### Login

#### Program Approval Application

12. Go to Arkansas Special Education web site: <http://arksped.k12.ar.us>
13. Click on MySped Resources near the flashing red arrow
14. Type in User ID (9\*\*\*) and Password and click on “Sign-In”
15. Click on Personnel and Special Ed. Employees in the drop down menu as indicated below.  
*Employees are entered December 1 -15. And are reported as a part of Cycle 4.*

The screenshot shows the 'SPECIAL EDUCATION' application interface. At the top, there is a navigation bar with tabs for Support, Finance, Personnel, Students, and Exit. Below this, there is a section for 'Special Education Employees' with a dropdown menu open, listing options like 'SpecialEd. Employees', 'Inservice Training Needs', 'LEA Supervisor Quarterly Report', 'Personnel Needed', 'Program Approval', and 'Paraprofessional'. A table below displays employee information with columns for Last, First, Middle, SSN, and other fields. Two employees are listed: Arora, Rajan and westkamp, debbie. There is also an 'Add Employee' link and an 'Export to Excel' button.

Support	Finance	Personnel	Students	Exit
CREEN: Special Education Employees EA: 9999 ADE - Special Education Unit MESSAGE:			FISCAL YEAR: 2012/13	
		SpecialEd. Employees > Inservice Training Needs > LEA Supervisor Quarterly Report > Personnel Needed > Program Approval > Paraprofessional >		
Last	First	Middle	SSN	rel
Arora	Rajan		21546235	
westkamp	debbie		456987411	53 ALL
<a href="#">Add Employee</a>				
Page 1				
<input type="button" value="Export to Excel"/>				

#### Tips for Navigating the application

- Use the Tab key or the mouse to navigate to the fields
- Press “Save” to save all changes or additions. Look for message in red at top of screen (**Data has been saved!**) to verify data has been saved. If the data did not save, the message will state the related problem. Correct the data as indicated in the message and press “Save.”
- Press Exit to go back to list of students.

## Add an Employee

1. Enter the required fields as indicated in the Special Education Employee and Program Approval section of this manual.
2. Click on Save to save data changes and Exit to return to list of Employees

## Update an Employee

4. Click on the small notebook to the left of the employee's name to access their detailed information.
5. Make any necessary changes in the fields.
6. Click Save and Exit to return to list of Employees.

	Last	First	Middle	SSN	Title/Service Prov Code	Grade Level
	Just	Learning	aboutthis	141414141	03	PS
	Montenegro	Chris	M	456789123	20	PS
	Montgomery	Karyn		274652569	03	PS
	<a href="#">Add Employee</a>					

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[Export to Excel](#)

## Delete an Employee

Click the red **X** to the left of the name of the employee you wish to delete.

## Sort Functions

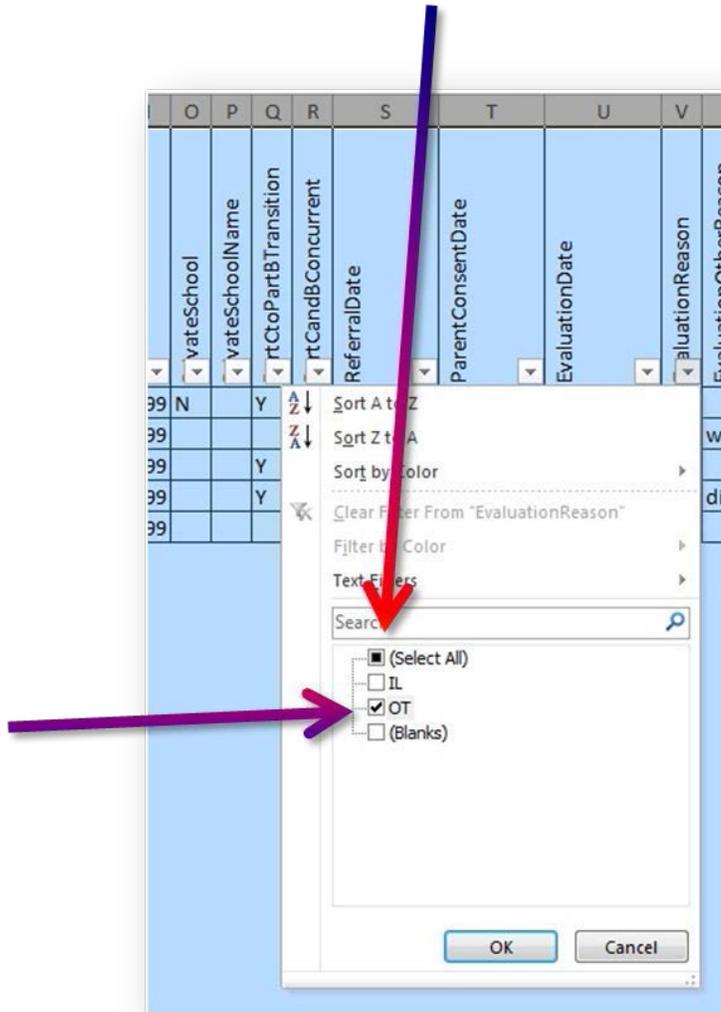
Two options are available for you to sort and review data for accuracy. Any corrections can be made for each employee by using the notebook icon that edits existing employee data.

1. **Headings:** Click on the blue headings in order to sort all employees by Last name or by Title/Service Provider Code. This will assist you in getting a quick visual of employees in order of their last name or Title Code.
2. Click on the '**Export to Excel**' button at the bottom of the screen. This lists **all data fields** for you to view. It is highly recommended you save the excel sheet to your computer as a backup of December 1 Child Count.

### Sorting the Information in Excel

1. “Deselect” the Select All option.
2. Choose the field you wish to search for.
3. Identify the needed changes.
4. **BE SURE** to make the corrections in MySpEd Resource and the modules (source data) if applicable.

**Failure to correct the DATA in MySpEd Resource may result in a citation for inaccurate reporting.**



(See Employee Data Dictionary for code clarification)

While it is important you review all data fields, specific areas are hi-lighted below to assist in program approval and in federal reporting. Please pay particular attention to the following.

#### 1. Sort by Heading ‘**Svprcd**’ (service/title code) to Review:

##### **Paraprofessionals (Title code 13)**

- a. Service/Title Code should be 13 only
- b. Certification Status should be coded as E, F, G, or H
- c. Licensure Endorsement Code (License #) reported if Cert. Status is E or F

- d. SpEd Aide should be N/A
- e. FTE reflects proportion of time employed in your district – cannot be greater than 1.0.

**Teachers (Title codes 03, 20, 50 – 58)**

- a. Service/Title Codes for teachers should only be 3, 20, and possibly 56.
- b. Certification Status should be coded as A, B, C, D and sometimes F. They should never be coded as E, G, or H.
- c. Licensure Endorsement code (License #) reported for each teacher?
- d. SpEd Aide should be P, F, or N/A (not applicable OR No – the teacher does not have an aide).
- e. FTE reflects proportion of time employed in your district and is less than or equal to 1.0.

**Speech Pathologists (Title code 20)**

**Occupational and Physical Therapists (Title codes 4 and 5)**

- a. FTE reflects the proportion of time employed in your district and is less than or equal to 1.0.

[2. Sort by Heading ‘Last Name’](#)

**Duplicate Employees**

- a. If employees are listed more than once, verify they have a different Service/Title code and/or they are providing different services in a different grade level for each individual listing (i.e. Professional services the Elementary and district’s 3-5yr Early Childhood program).
- b. Verify the total FTE is proportioned out among services and is equal to 1.0 or less when added together.

[3. Sort by Heading ‘SSN’](#)

**Social Security Numbers**

- a. Visually verify accuracy
- b. Are there 7 digits?
- c. Is the pseudo SSN for contract employees consistent with what you have used in the past? (Keep the same pseudo number in your records).

## Log Out of Employee Module

1. From the Employee Module screen, click on Exit at the top of the screen.
2. Click on the drop-down menu, Sign Out.

SPECIAL EDUCATION

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ce	Personnel	Students	Exit
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**Unit**

	SSN	<u>Title/Service</u> <u>Prov Code</u>	Grade Level
s	141414141	03	PS
	456789123	20	PS
	274652569	03	PS

Home

Sign Out

Sign In

Change LEA