Maryland Online IEP

Implementation Planning Guide



Maryland State Department of Education (MSDE)

and

The Johns Hopkins University

Center for Technology in Education (CTE)

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## Purpose of this Guide

This guide is intended for key personnel at local school systems (LSS) who will be implementing the Maryland Online IEP System provided by the Maryland State Department of Education (MSDE). The document provides project background information to place the Maryland Online IEP System.

The benefits of this guide include:

* Delivers an understanding of project-related information
* Helps identify questions that should be addressed prior to implementation
* Identifies the level of effort required by LSS who implement the Maryland Online IEP
* Identifies responsibilities of MSDE, CTE, and LSS

This guide is a first step towards careful planning and thorough discussion between the LSS and MSDE/CTE and will continue to be updated and modified as changes to the system and/or environment are introduced.

## Project Background

### The CTE and MSDE Partnership

The Johns Hopkins University Center for Technology in Education (CTE), established in 1986, is recognized as one of the nation’s premier authorities on educational technology. The Center has helped thousands of teachers, parents, and schools improve the performance of all children, particularly those with special needs, through the use of technology. It is the product of a unique, a decades long partnership between the Maryland State Department of Education (MSDE) and Johns Hopkins University (JHU). CTE was conceptualized as an organization that would combine the research and teaching resources of JHU with the leadership and policy support of MSDE.

CTE applies its expertise in a wide array of programs, projects, and research activities that increase the capabilities of teachers, parents, schools, and school administrators, with the end result the improvement of education for all children.

### Project History

##### SSIS Data – a critical first step

CTE developed an enhanced, online Special Services Information System (SSIS). The new system was designed to more efficiently process data and to provide MSDE and the Local School System (LSS) with more timely error validation, data access, and reporting functions. In addition, the LSS can download an extract of their validated SSIS data from the SSIS database for local use. This new system was first implemented for the June 2006 Exit Count. A new release of the Online SSIS was implemented for the October 2006 Child Count and contained enhanced online functionality and additional reporting capabilities.

The SSIS solution is implemented in each school district in one of two ways:  the school district will use either the new SSIS data capture and error correction software or modify their existing IEP management system (district-developed or vendor-provided) to send a data extract file directly to the new Maryland SSIS system. The new SSIS will allow files to be submitted and processed on any time frequency, as often as nightly.

Those LSS’s using the Maryland Online IEP will have a nightly SSIS file automatically sent to SSIS for processing. The file will consist of SSIS data for all IEP’s closed that day, and is a subset of the data collected for the Maryland Online IEP. This automated interface between the MD Online IEP and the Online SSIS was started June 2006. LSS’s already using the MD Online IEP will have their October Child Count file created for them from their MD Online IEP data. LSS’s will use the MD Online IEP or their local IEP system (home-grown or vendor supplied) to electronically submit their SSIS data file on a regular basis.

More frequent SSIS data submissions will provide the LSS the opportunity to spread out the workload of correcting records in error and allow more frequent review and reporting of SSIS data. A LSS may view the data submitted for a specific child count or view data submitted for a specific date range. As the database changes throughout the year, this provides the capacity to view the data through a “rolling window” of date ranges.

The need to submit data files will be phased out for LSS’ as they implement the Maryland Online IEP, as SSIS data will be collected at the completion of each Online IEP. During the first year of MD Online IEP implementation, manual submission of SSIS data files will be required for students whose IEPs may only exist in the legacy system. After a full year of implementation the manual submission of SSIS data files will no longer be necessary as all students’ active IEPs will have been automatically submitted by the MD Online IEP to the SSIS system. The SSIS system can continue to collect data via FTP files or online data entry as needed during the implementation of the Maryland Online IEP.

### Maryland IEP Project Overview

In April 2003, the Maryland State Legislature mandated the development of a uniform IEP form and format to be used throughout all schools in Maryland. In response, MSDE partnered with CTE to build a web-based Online IEP System that contains all critical data fields, reports, and functionality. The Maryland Online IEP also provides standardized forms and reports to the local school districts. It enables local leaders to have access to “real-time” data and a standard format eliminates the problems inherent in disparate data collection methods. The Maryland IEP assists students and families as they transition between schools or school districts within the state.

The Maryland Online IEP system facilitates the entire IEP process including IEP development, scheduling meetings, archiving IEPs, and reporting using IEP data. The system produces and maintains one complete record of IEP information for each child. The result is a high level of data integrity and accuracy from which educators and the families they serve can make effective decisions. The Maryland Online IEP system:

* Is web-based and accessible to authorized users anytime, from any internet-connected computer
* Provides real-time data to school, district, and state personnel
* Maintains records which are unique, unduplicated, and permanent
* Offers search capabilities to “find” a child (one child, one record)
* Meets the requirements of Part B of IDEA and COMAR
* Features a user-friendly interface with definitions and technical support
* Links to school district student information systems
* Eliminates the need for separate SSIS data record updates by the LSS, once fully implemented district-wide

CTE will provide services in the areas of implementation planning and coordination, professional development, technical support, and software maintenance. These services will assist school districts with a successful implementation of this solution. These services are available to school districts implementing the Maryland Online IEP.

## Project Team Roles and Responsibilities

### MSDE Responsibilities:

* Participate in the software development process
* Provide access to MD Online IEP for Maryland school-districts
* Provide secure web-software hosting
* Provide database backup, recovery and archiving services
* Resolve any related IEP content and policy issues

###### Provide the following implementation services through Johns Hopkins University Center for Technology in Education:

* Manage software requirements, development, and testing process
* Coordinate and support LSS’ implementation of Maryland Online IEP
* Conduct meetings with school districts to plan for their specific implementation
* Provide layout specifications for a data extract file and support the testing of data interface from LSS School Information System in order to pre-load student demographic information into the Maryland Online IEP (see additional information in this document under School Information System Interface)
* Provide Maryland Online IEP Users’ Guide
* Train up to 20 LSS administrative resources (trainers) on the system
* Participate in MD Online IEP User Group meetings in partnership with MSDE
* Manage software maintenance process including management of fixes for reported software problems and requested software enhancements approved by MSDE

### School-District Responsibilities

* Attend the Implementation Planning meetings to prepare for LSS implementation and identify required resources for the project
* Create and send a data extract file from the School Information System to the MSDE secure site
* Provide workstations, printers and connectivity required for system usage
* Select trainers and attend the Train-the-Trainers session
* Plan and schedule rollout of school-district training
* Direct all questions to CTE through designated Point(s) of Contact for the School District
* Follow Troubleshooting and Technical Support procedures as documented in the User Guide

### School District Implementation Team Participants and Roles

The School District will designate an implementation team, which should consist of the following participants who perform their assigned role or roles. Please refer to Appendix A to record team member information.

**Executive Sponsor** – The Executive Sponsor, typically the Special Education Director or his/her designee, will perform the following types of activities:

* Provide overall executive guidance and support for the School District Implementation Team.
* Facilitate decision making with regard to Best Practices inherent in the software, which may require the School District to change its current processes or procedures.
* Assign a School District Implementation Lead who will be responsible for the overall successful implementation of the software and provide day-to-day direction to the other members of the implementation team.
* Assist in determining the phased rollout approach for the School District.
* Designate the individuals that will have District Administrative security permission. This may be the School District Implementation Lead, the Online Users Manager, or the Technology Team members.
* Collaborate with MSDE and/or CTE to resolve high-level project issues.

**Implementation Lead** - The Implementation Lead will be assigned by the Executive Sponsor to coordinate and manage the School District resources and the implementation plan. The Implementation Lead will work closely with the CTE Implementation Project Manager and will perform the following types of activities:

* Act as lead point of contact between School District and CTE personnel regarding implementation of the Maryland Online IEP.
* Manage the School District’s project resources and provide overall direction to the implementation team members to ensure timely completion of assigned tasks.
* Obtain and provide needed information, data, and decisions to CTE in time to complete tasks in accordance with the project plan.
* Participate in the Implementation Planning meetings.
* With the Executive Sponsor, designate the members of the Implementation Team and coordinate their participation in the planning meetings and subsequent activities.
* Develop the District Rollout Plan and the District-Wide Support Plan.
* Schedule School District personnel and facilities for meetings and training sessions.
* Participate in training of trainers for IEP software to address policy and procedural questions
* Work with the Technology Team, determine and document the approach for local help desk and technology support for this application in accordance with school district procedures.
* Develop a plan with the designated Online User Manager for creating User ID’s.
* Communicate changes to the software, changes in policy or procedures for using the software, and other related issues to users in their schools.
* Continue to act as lead point of contact between School District and CTE personnel following initial implementation of the Maryland Online IEP.

**Training Coordinator**–The TrainingCoordinator will work closely with CTE to:

* Coordinate the Train-the-Trainer session.
* Develop an End-User Training Plan.
* Load district training IEP data, if needed.
* Arrange for the training facilities in accordance with the training schedule.
* Review end user training session feedback with CTE and perform session modifications as needed.

**Online Users Manager**

* Manage the Maryland Online IEP user accounts.
* Inactivate users who no longer need access to Maryland Online IEP.
* Collaborate with the Auto-generate Users File Lead for automated creation of user accounts via file upload.

**Technology Director** –The Technology Director is from the Information Technology department and will perform the following types of activities:

* Provide overall executive guidance and support for the School District Technology Team.
* Facilitate decision making with regard to Best Practices inherent in the software, which may require the School District to change its current processes or procedures.
* Assign technology Team Members who will be responsible for overall successful implementation.
* Collaborate with MSDE and/or CTE to resolve high-level project issues.
* Verify that IEP system requirements (hardware, software, networking, etc.) are met and determine if any additional hardware and software are required.
* Develop a Technology Implementation Plan. The plan includes the schedule for ordering and installing any required new hardware and software, the location where the hardware will be installed, etc.
* Working with the School District Implementation Lead, determine the approach for local help desk and technology support for this application in accordance with school district procedures.

**Student Information System Lead**

* Manage the development and testing of the Student Information System (SIS) record extract in accordance with the layout specification provided in Appendix F. Schedule joint testing of this interface with CTE in accordance with the overall district implementation plan.
* Develop regularly scheduled automated upload of SIS data. (See Appendix F)
* Monitor nightly SIS sync email notifications.
* Act as lead point of contact between LSS and CTE personnel regarding SIS extracts and syncs.

**Auto-generate Users File Lead**

* Manage the development and testing of auto-generating users in accordance with the IEP User Upload File Format layout specification provided in Appendix G. Schedule joint testing of this interface with CTE in accordance with the overall district implementation plan. This is an optional function of the MD Online IEP. Users can be manually entered also.
* Collaborate with the Online Users Manager for automated creation of user accounts via file upload.
* Act as lead point of contact between LSS and CTE personnel regarding auto-generation of users.

**SSIS Data Manager**

* Monitor nightly SSIS email notifications.
* Act as lead point of contact between LSS and CTE personnel regarding nightly feeds from Maryland Online IEP to Maryland Online SSIS.

**Database Admin for Nightly Snapshots**

* Establish an LSS SQL server environment for daily restoration of nightly database snapshots delivered from Maryland Online IEP. This is an optional feature offered by the MD Online IEP. It allows an LSS to develop adhoc reporting and/or interaction of IEP data with other LSS information systems.
* Act as lead point of contact between LSS and CTE personnel regarding nightly database snapshot delivery from Maryland Online IEP.

## Maryland Online IEP Implementation Planning Meeting

The Implementation Planning meeting is focused on the steps necessary to implement the Maryland Online IEP. The planning may consist of two separate meetings. The first meeting is a planning kickoff session. The second meeting is a final preparation session. Meeting attendees will research the questions and issues raised at the kickoff session and prepare for the final session.

##### Implementation Planning Meeting Kickoff Session

The kickoff session is held with key members of the local school system’s implementation team and representatives from CTE. The LSS’ implementation team includes special education leaders responsible for rollout of the Maryland Online IEP application, training specialists, and information systems staff responsible for the new application and its data interfaces. During this meeting, implementation alternatives will be discussed, dependencies will be identified, and action items with due dates for unresolved issues will be assigned to an individual in attendance. For optimal results, these action items should be completed prior to the final implementation planning session. A sample agenda of the kickoff session follows:

##### 

Introductions

Overview of Software

Rollout Plan

* Estimated schedule

##### Professional Development Plan (for trainers and end-users)

* Train-the-Trainer session – schedule and attendees
* End User Training (to be conducted by school district) – schedule and attendees

##### Technology Implementation

* Hardware, Software, and Internet Access Requirements

##### Data Interface to Student Information System

* Data Extract

##### Additional Items

* Resources (key personnel, schedule)
* Data Security
* Software Maintenance Procedures for error reporting
* Users’ Group

##### Implementation Planning Meeting Final planning session

A wrap-up session is held to review the results of the action items from the previous session and to conduct final implementation planning. At this session, the implementation schedule is finalized and the implementation plan is completed by the school district and reviewed by CTE.

## Professional Development

### Training Rollout Approach - Train-the-Trainers Model

CTE will train trainers from the school district who then, in-turn, train the end-users of the Maryland Online IEP software. This approach develops experts within the District who can help users throughout the year as well as train new users and/or additional trainers.

The training will include:

* How to use the Maryland Online IEP system
* The importance of entering high-quality, accurate data and data entry/retrieval instructions
* Administrative procedures

The Train-the-Trainers session will be conducted by CTE at their location in Columbia, Maryland or at a location selected by the LSS for up to 20 District trainers. The District Implementation Lead is expected to attend these sessions and to address any policy related questions that may be raised by the attendees.

The District Implementation Lead should also attend the first user training session conducted by a District trainer to help with skills transfer and address any district policy questions. This provides support for the training session and helps to rapidly develop in-house expertise.

The LSS will access a web site to conduct user training sessions. The LSS will need to provide a training facility with workstations connected to a server with connectivity to Internet.

## System Requirements/Considerations

#### Hardware

Workstations and printers are the responsibility of District. No unique hardware requirements, other than Internet access, are identified at this time. The District should ensure that printers used to print detailed reports are in a secured location, so that the confidentiality of student information is not compromised.

#### Software

Workstations must have an Internet Browser which supports 128-bit SSL encryption.  The recommended browsers are current versions of Firefox or Chrome.   Current Adobe Acrobat Reader browser add-on is also required.  The District should evaluate whether any changes are required to the “desktop”.  For example, the District may want to add a new icon to launch the Maryland Online IEP application.

#### Connectivity/Networking

The District must estimate the outbound traffic that will be generated by the new system and consider the impact to existing systems and throughput. Changes to firewalls and expansion of bandwidth to local schools may be required.

## Data Security

#### Data Security/Access Levels

CTE will provide the local school system with **one** user id with District Administrator authorization. Within the LSS, the District Administrator can assign users to any of the five levels of authorization. Each of these levels has access to select summary and detailed data as follows:

There are 5 levels of Users within the MD Online IEP:

* **MSDE Staff** – These users can access any student in the IEP system via a search.
* **County Level/District Data Manager User** - These users work at the County level. They are employees who supervise or work with students from the entire county. They have rights to add students to the IEP system, edit student demographic data, and view data of any student in the county. Permissions for various rights can be assigned to the user depending on the tasks they need to perform.
* **School-based Administrator User** - These users work at the School level. They are administrators or teachers/providers who are working with students within a particular school. They can view data of any student in the school and can be given rights to add students to the IEP system. The school-based administrator may be assigned to additional schools.
* **Teacher-Level User** - These users work at the Classroom level. They are teachers/providers who are working with students in one or more schools. They have rights to view data for only students who are assigned to their caseload. Teachers can be assigned to more than one school/location. Teachers cannot add students to the IEP system.
* **Nonpublic User**- These users work at Non-public schools and can be assigned as a user at the School-Based Admin or Teacher level. Nonpublic users may only add students to the IEP system who are from Local School Systems NOT using the MD Online IEP. Students from LSS using the MD Online IEP must be placed in the Non-Public school by MD Online IEP users from their LSS.

#### Data Backup

All data resides on secure servers with nightly backups. Hard copy printouts of current IEPs will be maintained at the appropriate location(s) in accordance with document retention requirements, ensuring that in the event of system outage or connection failure, copies of the IEP’s are available.

**IEP Student Demographic – SIS Interface**

Student demographic data must be pre-loaded into the Online IEP from the LSS Student Information System (SIS). A data extract file of SIS records must be prepared on a regular basis (i.e., nightly, weekly) by the LSS and uploaded to an IEP-specific account on the MSDE Secure Transport site, <https://sst.msde.maryland.gov/>. The SIS data extract files uploaded to the MSDE Secure Transport site synchronizes nightly with the Online IEP database. Identified data managers will receive an email notification each time their LSS successfully syncs a demographic flat file with the Online IEP database.

The SIS file that LSS’s upload to MSDE Secure Transport site is a flat text file. Layout and field definitions are specified in detail on the following pages. Some guidelines to follow when creating the file are:

* The file should be named **iepsis10.txt** each time that it is generated. The sync engine will look for that file name each night.
* No column headers should be appended.
* All students, not just special education students, must be included
* Social security numbers and other non-required fields may also be left empty.
* Any empty fields should be filled with spaces (empty fields should **not** be zero filled)
* Each record in the file must have a length of 889 characters. ***This means that if the last field in each record, Middle Name, contains less than fifteen letters then the remaining blanks in the field need to filled with spaces to position 889.***
* The **iepsis10.txt file** should be uploaded to the root LSS directory on the MSDE Secure Transport Site associated accessed via the SVC-IEP-LEAxx logon that is provided to data managers.

Transferring of an SIS data file to MSDE Secure Transport Site can be easily automated using FTP Client software. This is one approach to facilitate scheduled uploads to the MSDE Secure Transport server.

Once uploaded to MD Secure Transport Site and synchronized with the Online IEP database, LSS’s demographic data will be available to users as they create an IEP. Nightly uploads ensure that the demographic data available in the Online IEP database reflects any SIS changes made on the previous day. Keep in mind that changes to the LSS’s SIS data will not overwrite demographic data in existing online IEP’s, but changes will update the student’s demographic data in the IEP database and be available for use in future IEP’s.

For more information about…

* SIS flat file generation
* An LSS’s IEP-specific user name and login for the MSDE Secure Transport site
* Deploying FTP Client or other alternative for scheduling uploads of SSIS data

please contact:

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## Help Desk and Support

Level One Support is the School and School District’s responsibility – either the District help desk, if one exists, or the School District Implementation Lead can serve this role. The District Implementation Lead should document and communicate support procedures to all users. If Level One determines that the problem isn’t related to the Maryland Online IEP, but is a hardware, system software, or a networking problem, the district’s normal process for reporting these types of problems and for getting support must be communicated to the user.

CTE should be considered Level Two support. **Only designated Implementation Lead and Technology Team members may contact CTE to report a problem.** For Maryland Online IEP application questions or problems, the District Implementation Lead will be provided access to an online support tracking system for issue reporting. Policy questions should be directed to MSDE.

See Appendix H for a diagram of the Support Model for the MD Online IEP.

## 

## Appendix A.  School District Implementation Team Members and Contact Information

**Local School System/Public Agency**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Role** | **Name** | **Phone** | **Email Address** |
| **Executive Sponsor** |  |  |  |
| **Implementation Lead** |  |  |  |
| **Training Coordinator** |  |  |  |
| **Online Users Management** |  |  |  |
| **Technology Director** |  |  |  |
| **Student Information System Lead** |  |  |  |
| **Auto-generate Users File Lead** |  |  |  |
| **SSIS Data Manager** |  |  |  |
| **Database Admin for Nightly Snapshots** |  |  |  |

## Appendix B. Initial Rollout Milestone Schedule

Based on the selected approach for phasing in the use of the MD Online IEP, develop a high-level milestone schedule for the initial rollout with CTE assistance.

|  |  |  |
| --- | --- | --- |
| **Milestone** | **Start Date** | **End Date** |
| Develop Implementation Plan including Phasing Approach and/or Starter Schools |  |  |
| Test SIS data interface with CTE |  |  |
| Train-the-Trainers Session |  |  |
| Prepare End-User Training Environment |  |  |
| Conduct District-led User Training |  |  |
| Document District Help Desk and Support Procedures |  |  |
| Begin Initial Phase Implementation |  |  |
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## Appendix C. Initial Training Schedule

Based on the selected training approach, develop a high-level training schedule with CTE assistance. The School District Implementation Lead will incorporate the training schedule, developed by the Training Coordinator, into the overall District implementation plan.

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| --- | --- | --- | --- | --- |
| Audience | Training Class | Location | Date | Number of Students |
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## Appendix D. Implementation Planning Action Items

Document all action items which come out of the Implementation Planning Meeting with the assigned person and estimated date of completion.

**Date of Final Implementation Planning Session: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School District Action Item List**

|  |  |  |
| --- | --- | --- |
| Action | Person Assigned | Date to be Completed |
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**CTE Action Item List**

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| --- | --- | --- |
| Action | Person Assigned | Date to be Completed |
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|  |  |  |
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## Appendix E. MSDE and CTE Contact List for Maryland Online IEP

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Role** | **Name** | **Phone** | **Email Address** |
| MSDE - Branch Chief, Policy and Accountability  MSDE - Section Chief, Program Improvement | Brian Morrison  Karla Marty | 410-767-0863  410-767-0256 | [brian.morrison@maryland. gov](mailto:brian.morrison@maryland.gov)  karla.marty@maryland.gov |
| CTE Implementation Program Coordinators | Andrea Schanbacher  Mark Trexler  Teresa O’Connor | 410-516-9740  410-516-9854  410-516-9829 | [aschanbacher@jhu.edu](mailto:aschanbacher@jhu.edu)  [mtrexler@jhu.edu](mailto:mtrexler@jhu.edu)  [teresajoc@jhu.edu](mailto:teresajoc@jhu.edu) |
| CTE Implementation Technology Coordinators | William Blandford  Giselle Patton | 410-516-9847  410-516-9800 | [blandford@jhu.edu](mailto:blandford@jhu.edu)  [gpatton@jhu.edu](mailto:gpatton@jhu.edu) |

## Appendix F. SIS Data Interface Record Layout

*Shaded fields contain additions or changes to former layout.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| POSITION | ITEM | TYPE | LENGTH | VALID CODES | REQUIRED = \* |
| 1-10 | MD Unique ID | NUM | 10 |  | \* |
| 11 - 19 | FILLER | NUM | 9 | Zero or blank fill |  |
| 20 - 34 | Local Student ID | CHAR | 15 |  |  |
| 35 - 59 | First Name | CHAR | 25 |  | \* |
| 60 - 60 | Middle Initial | CHAR | 1 |  |  |
| 61 - 95 | Last Name | CHAR | 35 |  | \* |
| 96 - 103 | Birthdate | DATE | 8 | MMDDYYYY | \* |
| 104 – 104 | Gender | NUM | 1 | 1 or 2 | \* |
| 105 - 106 | Grade | NUM | 2 | 01-12,91,92 | \* |
| 107 - 156 | Address | CHAR | 50 |  |  |
| 157 - 206 | Address 2 | CHAR | 50 |  |  |
| 207 - 226 | City | CHAR | 20 |  |  |
| 227 - 228 | State | CHAR | 2 |  |  |
| 229 - 233 | Zip 5 | NUM | 5 |  |  |
| 234 - 237 | Zip 4 | NUM | 4 |  |  |
| 238 - 247 | Phone Number | NUM | 10 |  |  |
| 248 - 248 | Existing Race/Ethnicity | NUM | 1 | 1,2,3,4,5 | \* |
| 249 - 250 | Residence Public Agency | NUM | 2 | 01 - 34 | \* |
| 251 - 254 | Home School Number | NUM | 4 | Valid School ID | \* |
| 255 - 256 | Service Public Agency | NUM | 2 | Valid Service Agency ID |  |
| 257 - 260 | Service School Number | NUM | 4 | Valid School ID |  |

**Parent/Guardian 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| POSITION | ITEM | TYPE | LENGTH | VALID CODES | REQUIRED = \* |
| 261 - 285 | First Name | CHAR | 25 |  |  |
| 286- 286 | Middle Initial | CHAR | 1 |  |  |
| 287 - 321 | Last Name | CHAR | 35 |  |  |
| 322 - 323 | Relationship | NUM | 2 | 01 - 32, 99 |  |
| 324 - 373 | Address | CHAR | 50 |  |  |
| 374 - 423 | Address 2 | CHAR | 50 |  |  |
| 424 - 443 | City | CHAR | 20 |  |  |
| 444 - 445 | State | CHAR | 2 |  |  |
| 446 - 450 | Zip 5 | NUM | 5 |  |  |
| 451 - 454 | Zip 4 | NUM | 4 |  |  |
| 455 - 464 | Home Phone Number | NUM | 10 |  |  |
| 465 - 474 | Work Phone Number | NUM | 10 |  |  |
| 475 - 479 | Work Phone Number Extension | NUM | 5 |  |  |
| 480 - 489 | Cell Phone Number | NUM | 10 |  |  |
| 490 - 564 | Email Address | CHAR | 75 |  |  |

**Parent/Guardian 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| POSITION | ITEM | TYPE | LENGTH | VALID CODES | REQUIRED = \* |
| 565 - 589 | First Name | CHAR | 25 |  |  |
| 590 - 590 | Middle Initial | CHAR | 1 |  |  |
| 591 - 625 | Last Name | CHAR | 35 |  |  |
| 626 - 627 | Relationship | NUM | 2 | 01 - 32, 99 |  |
| 628 - 677 | Address | CHAR | 50 |  |  |
| 678 - 727 | Address 2 | CHAR | 50 |  |  |
| 728 - 747 | City | CHAR | 20 |  |  |
| 748 - 749 | State | CHAR | 2 |  |  |
| 750 - 754 | Zip 5 | NUM | 5 |  |  |
| 755 - 758 | Zip 4 | NUM | 4 |  |  |
| 759 - 768 | Home Phone Number | NUM | 10 |  |  |
| 769 - 778 | Work Phone Number | NUM | 10 |  |  |
| 779 - 783 | Work Phone Number Extension | NUM | 5 |  |  |
| 784 - 793 | Cell Phone Number | NUM | 10 |  |  |
| 794 - 868 | Email Address | CHAR | 75 |  |  |

**New Race/Ethnicity**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| POSITION | ITEM | TYPE | LENGTH | VALID CODES | REQUIRED = \* |
| 869 - 869 | Hispanic/Latino | CHAR | 1 | Y or N | \* |
| 870 - 870 | American Indian or Alaska Native | NUM | 1 | 0 or 1 | \* |
| 871 - 871 | Asian | NUM | 1 | 0 or 2 | \* |
| 872 - 872 | Black or African American | NUM | 1 | 0 or 3 | \* |
| 873 - 873 | Native Hawaiian or Other Pacific Islander | NUM | 1 | 0 or 4 | \* |
| 874 - 874 | White | NUM | 1 | 0 or 5 | \* |

**Middle Name**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| POSITION | ITEM | TYPE | LENGTH | VALID CODES | REQUIRED = \* |
| 875-889 | Middle Name | CHAR | 15 |  | \*( if exists) |

**Student Record Elements**

*Required Student Record Elements are marked with an asterisk (****\*****). Non-required elements must be blank filled (but* ***not*** *zero filled) if not provided.*

**MD Unique ID** (10 position numeric) \*

*This field must be left blank (****not*** *zero filled) until MD Unique IDs are assigned.*

Description:

The student’s state assigned unique identifier.

**FILLER** (9 position numeric)

Description:

Zero or blank fill these positions.

**Local Student ID** (15 position alphanumeric)

Description:

The number assigned by the local education agency. The number can be any combination of numbers and letters but not more than 15 characters in length. The number should be left aligned. If fewer than 15 characters are used, leave the remaining positions blank. This ID should uniquely identify a student in your county. SSN should be placed in this field if that is the current unique identifier.

**First Name** (25 position alpha) \*

Description:

The first name of the student.

**Middle Initial** (1 position alpha)

Description:

The middle initial of the student.

**Last Name** (35 position alpha) \*

Description:

The last name of the student

**Birthdate** (8 position numeric) \*

Description:

The birth date of the student (month, day, year)

Codes:

Format = MMDDYYYY

Month = 01 through 12

Day = 01 through 31

**Gender** (1 position numeric) \*

Description:

The gender of the student

Codes:

1 = Male

2 = Female

**Grade** (2 position numeric) \*

Description:

The code that best describes the current grade level or class

Codes:

01 through 12 = grades 1 through 12

91 = Kindergarten

92 = Preschool, Ages 3-5

**Address** (50 position alphanumeric)

Description:

The first line of the student’s residence address

**Address 2** (50 position alphanumeric)

Description:

The second line of the student’s residence address

**City** (20 position alpha)

Description:

The student’s residence city

**State** (2 position alpha)

Description:

The two-letter abbreviation for the student’s residence state.

Codes:

MD, VA, DC, PA, etc.

**Zip 5** (5 position numeric)

Description:

The 5 digit postal zip code for the student’s residence address

**Zip 4** (4 position numeric)

Description:

The 4 digit postal zip code for the student’s residence address

**Phone Number** (10 position numeric)

Description:

The primary phone number for the student

**Existing Race/Ethnicity** (1 position numeric) \*

Description:

The race/ethnicity of the student

Codes:

1 = American Indian or Alaskan Native

2 = Asian or Pacific Islander

3 = African American, Not of Hispanic Origin

4 = White, Not of Hispanic Origin

5 = Hispanic

**Residence Public Agency/Residence School** (2 position numeric/4 position numeric) \*

The residence public agency and school for the student. The school number should be right aligned with leading zeroes if necessary.

Codes:

01 = Allegany

02 = Anne Arundel

03 = Baltimore County

04 = Calvert

05 = Caroline

06 = Carroll

07 = Cecil

08 = Charles

09 = Dorchester

10 = Frederick

11 = Garrett

12 = Harford

13 = Howard

14 = Kent

15 = Montgomery

16 = Prince George’s

17 = Queen Anne’s

18 = St. Mary’s

19 = Somerset

20 = Talbot

21 = Washington

22 = Wicomico

23 = Worcester

28 = DJJ

29 = Adult Correctional Facilities (State Prisons)

30 = Baltimore City

31 = Edison Schools

33 = MD School for the Blind

34 = MD School for the Deaf

**Service Public Agency/Service School** (2 position numeric/4 position numeric)

The service agency and school for the student. The school number should be right aligned with leading zeroes if necessary.

**Parent/Guardian Record Elements***Any or all of the Parent/Guardian Record Elements can blank filled (but* ***not*** *zero filled) if guardian info not available in LSS SIS.*

**First Name** (25 position alpha)

Description:

The first name of the parent/guardian.

**Middle Initial** (1 position alpha)

Description:

The middle initial of the parent/guardian.

**Last Name** (35 position alpha)

Description:

The last name of the parent/guardian.

**Relationship** (2 position numeric)

Description:

The relationship of the parent/guardian to the student

Codes:

01 = Aunt

02 = Brother

03 = Brother - Over 18

04 = Child Care Provider

05 = Cousin

06 = Father

07 = Father's Friend

08 = Foster Brother

09 = Foster Parent

10 = Foster Sister

11 = Friend of Family

12 = Godfather

13 = Godmother

14 = Grandfather

15 = Grandmother

16 = Great Grandfather

17 = Great Grandmother

18 = Legal Guardian

19 = Minister

20 = Mother

21 = Mother's Friend

23 = Priest

24 = Sister

25 = Sister - Over 18

26 = Stepbrother

27 = Stepfather

28 = Stepmother

29 = Stepsister

30 = Surrogate Parent

31 = Uncle

32 = Rabbi

99 = Other

**Address** (50 position alphanumeric)

Description:

The first line of the parent/guardian residence address

**Address 2** (50 position alphanumeric)

Description:

The second line of the parent/guardian residence address

**City** (20 position alpha)

Description:

The student’s residence city

**State** (2 position alpha)

Description:

The two-letter abbreviation for the parent/guardian residence state.

Codes:

MD, VA, DC, PA, etc.

**Zip 5** (5 position numeric)

Description:

The 5 digit postal zip code for the parent/guardian residence address

**Zip 4** (4 position numeric)

Description:

The 4 digit postal zip code for the parent/guardian residence address

**Home Phone Number** (10 position numeric)

Description:

The parent/guardian home phone number

**Work Phone Number** (10 position numeric)

Description:

The parent/guardian work phone number

**Work Phone Number Extension** (5 position numeric)

Description:

The parent/guardian work phone number extension

**Cell Phone Number** (10 position numeric)

Description:

The parent/guardian cell phone number

**Email Address** (75 position alphanumeric)

Description:

The parent/guardian email address

**New Race/Ethnicity**

*Required Student Record Elements are marked with an asterisk (****\*****).*

**Hispanic/Latino** (1 position alpha) \*

Description:

Yes or No to “Are you Hispanic Latino?” question.

Codes:

Y = Yes

N = No

**American Indian or Alaska Native** (1 position numeric) \*

Description:

American Indian or Alaska Native is an available race under “Select one or more races from the 5 racial groups.”

Codes:

1 = Selected

0 = Not selected

**Asian** (1 position numeric) \*

Description:

Asian is an available race under “Select one or more races from the 5 racial groups.”

Codes:

2 = Selected

0 = Not selected

**Black or African American** (1 position numeric) \*

Description:

Black or African American is an available race under “Select one or more races from the 5 racial groups.”

Codes:

3 = Selected

0 = Not selected

**Native Hawaiian or Other Pacific Islander** (1 position numeric) \*

Description:

Native Hawaiian or Other Pacific Islander is an available race under “Select one or more races from the 5 racial groups.”

Codes:

4 = Selected

0 = Not selected

**White** (1 position numeric) \*

Description:

White is an available race under “Select one or more races from the 5 racial groups.”

Codes:

5 = Selected

0 = Not selected

**Middle Name**

*Required if exists.*

**Middle Name** (15 position alpha) \* (if exists)

Description:

The middle name of the student.

## Appendix G: IEP User Upload File Format

The following file format will be used to auto-generate MD Online IEP Users.

A flat file matching the format defined below will uploaded by an LSS to an IEP-specific account on the MSDE Secure Transport site, <https://sst.msde.state.md.us/>, as often as nightly. Layout and field definitions are specified in detail on the following pages. Some guidelines to follow when creating the file are:

* The file should be named **iepusers.txt** each time that it is generated. The sync engine will look for that file name each night.
* The **iepusers.txt file** should be uploaded to the root LSS directory on the MSDE Secure Transport Site associated accessed via the IEPxx logon that is provided to data managers.
* No column headers should be appended.
* Only teachers and school admin level users can be auto-generated. County level users cannot be auto-generated.
* The combination of LEA # and School # fields will place an IEP user at his/her primary school only.
* The final 4 positions will accept blank values. This may be helpful if LSS wishes to create on active teachers with edit access and no admin access.
* Each record in the file must have a length of 145 characters even if LSS chooses to leave final position(s) blank.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| POSITION | ITEM | TYPE | LENGTH | VALID CODES |
| 1-25 | First Name | CHAR | 25 |  |
| 26-60 | Last Name | CHAR | 35 |  |
| 61-62 | LEA # | NUM | 2 |  |
| 63-66 | School # | NUM | 4 |  |
| 67-141 | Email Address | CHAR | 75 |  |
| 142-142 | User Group | NUM | 1 | 0= Teacher (default if blank), 1=School Admin |
| 143-143 | Edit Access | NUM | 1 | 0= Not Granted,  1= Granted (default if blank) |
| 144-144 | Admin Access | NUM | 1 | 0= Not Granted (default if blank),  1= Granted |
| 145-145 | Active/Inactive | NUM | 1 | 0=Active (default if blank),  1=Inactive |

**First Name** (25 position alpha)

Description:

The IEP user’s first name.

**Last Name** (35 position alpha)

Description:

The IEP user’s last name.

**LEA # / School #** (2 position numeric/4 position numeric)

The LEA # and school for the user. The school number should be right aligned with leading zeroes if necessary.

Codes:

01 = Allegany

02 = Anne Arundel

03 = Baltimore County

04 = Calvert

05 = Caroline

06 = Carroll

07 = Cecil

08 = Charles

09 = Dorchester

10 = Frederick

11 = Garrett

12 = Harford

13 = Howard

14 = Kent

15 = Montgomery

16 = Prince George’s

17 = Queen Anne’s

18 = St. Mary’s

19 = Somerset

20 = Talbot

21 = Washington

22 = Wicomico

23 = Worcester

28 = DJJ

29 = Adult Correctional Facilities (State Prisons)

30 = Baltimore City

31 = Edison Schools

33 = MD School for the Blind

34 = MD School for the Deaf

**Email Address** (75 position alphanumeric)

Description:

The IEP user’s email address.

**User Group** (1 position numeric)

Description:

The level of usership that the user should be granted.

Codes:

0 = Teacher Level User (default if blank)

1 = School Admin Level User

**Edit Access** (1 position numeric)

Description:

Permission to edit IEP cases.

Codes:

0 = Not Granted

1 = Granted (default if blank)

**Admin Access** (1 position numeric)

Description:

Permission to use IEP ADMIN interface. Allows a user to create more users.

Codes:

0 = Not Granted (default if blank)

1 = Granted

**Active/Inactive** (1 position numeric)

Description:

Active users are granted access to log into the Online IEP application and appear in the ADMIN interface. Inactive users are denied access to log into the Online IEP application and are removed from the ADMIN interface.

Codes:

0 = Active (default if blank)

1 = Inactive

**Sync / Auto-Generation of Users Logic and FAQ**

The logic of sync/auto-generation is…

* IF email address NOT MATCH existing username in IEP Internal Users Table   
  THEN
  + create new username = email address
  + assign first name, last name, and email address to new user
  + place user in LEA#, school number for user’s primary school
  + assign user group, edit access, admin access, and active/inactive
  + email is sent to user with username and temporary password (user prompted to change PW on first login)
* IF email address MATCH existing username in IEP Internal Users Table  
  THEN
  + Append any fields that have changed. This allows…
    - Name spelling changes
    - Move user to different school
    - Change user group
    - Add/Remove Edit Access
    - Add/Remove Admin Access
    - Reactivate/Deactivate User

**FAQ:**

1. Q: What if a user changes his/her email address in the LSS email directory.   
   A: If a user’s email address changes and is included in the flat file for sync, then a new user profile will be created automatically. The existing user profile will continue to exist and should continue to be used since it is one that potentially is already assigned to cases.
2. Q: What if a user changes his/her name.   
   A: If the user changes his/her name but doesn’t change email address, then the name change will append to the users profile. If a new email address is generated see FAQ 1.
3. Q: How can I create a county level user?  
   A: Use the ADMIN interface to manually create the user.
4. Q: How can I grant a school admin level user permission to “Create a Child”.  
   A: Manually in the ADMIN interface.
5. Q: If a user’s profile is manually changed in the ADMIN interface, can the next sync overwrite changes?  
   A: Yes.
6. Q: How can users be assigned to multiple schools?  
   A: Manually in the ADMIN interface.
7. Q: Can usernames be changed?  
   A: Yes, but only manually in the ADMIN interface.
8. Q: Can usernames be reused if a user is inactivated?  
   A: Yes, but only if the inactivated user’s username is changed manually in the ADMIN interface.
9. Q: Can a deactivated user be reactivated using the sync?  
   A: Yes, a “0” in position 145 can reactivate a deactivated user.

Appendix H. Support Models for the MD Online IEP

Level 1 Support

Level 2 Support

School-based, Programmatic, & Inter-School Support

MD Online IEP Implementation and Support Model

(Local School Systems)



Policy Questions

Tool Support

District Level Contacts



Level 1 Support

Level 2 Support

School-based, Inter-Programmatic, & Inter-School Support

MD Online IEP Implementation and Support Model

(Non-Public Schools)



Policy Questions

Tool Support

Non-Public Experts

(Across Schools)

