

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 in context within the framework of the larger data system, Maryland's Early Intervention/Special Education Accountability and Decision Support System (MSEADSS), envisioned by MSDE.

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, 18-year 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

Initial Efforts – Online IFSP System

In 2002, the Maryland State Department of Education (MSDE) recognized the need to enhance its data systems as part of an ongoing effort to provide high quality services to families with young children, from birth through age 3, with disabilities. MSDE, in partnership with CTE, created a real-time, online Individual Family Services Plan (IFSP) system and an online reporting structure. This tool provides educators and administrators with accurate, timely data to support decision-making and to evaluate program effectiveness. The online data and reporting system known as the B/C Database provides federal, state, and local reporting and monitoring needs.

MSEADSS – The “Big Picture”

In response to federal and state legislation, MSDE has identified a need to develop an accountability system for all school-aged students with disabilities. This system must go beyond compliance with federal and state regulations and assess the effects of Maryland's special education programs on the students and families they serve. To address this need, MSDE has partnered with CTE to develop a comprehensive, seamless, online Maryland Early Intervention/Special Education Accountability and Decision Support System (MSEADSS).

Statewide, coordinated access to data on the performance and outcomes of children with disabilities is an essential part of Maryland's efforts to improve its services. Data-driven decision-making ultimately leads to higher expectations for children with disabilities, which, in turn, can lead to changes in developmentally appropriate practices affecting curriculum, instructional strategies, accommodations, and modifications to assist children with disabilities.

A comprehensive information gathering, analysis and reporting system, MSSEADS will build upon the existing B/C linked database and is comprised of the following components:

- Online Individualized Education Plan
- Online Special Services Information System
- Online Individual Family Services Plan

- Student Compass, an interactive online tool which will help IEP teams develop high quality Individualized Education Plans for students
- Online and face to face Professional Development

When fully implemented, MSSEADS will provide a comprehensive, linked set of information for all Special Education students and will provide a single source of information for each student from birth through age 21. MSSEADS will continue to evolve based on user feedback and changing regulations, following proven project management protocols.

SSIS Data – a critical first step

CTE has 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 will be 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 the new 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. In the future, the 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 (e.g. nightly, weekly or monthly).

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 use of the SSIS system 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. It enables local leaders to have access to “real-time” data and ultimately link to the B/C database. The Maryland Online IEP also provides standardized forms and reports to the local school districts. A standard format eliminates the problems inherent in disparate data collection methods and assists students and families to transition between school districts within the state.

As a key component of MSEADSS, the Maryland Online IEP system facilitates the entire IEP process including IEP development, meetings, tracking, and reporting. 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

The Maryland Online IEP application was developed by CTE with input from numerous school districts that identified the requirements and piloted the initial version of the system. CTE researched the myriad of student data systems and IEP software applications that are in use across the state and has developed a statewide implementation plan for the rollout of the Maryland Online IEP.

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.

MSSEADS Diagram



Maryland's Early Intervention/Special Education Accountability and Decision Support System

In collaboration with

CTE

The Center for Technology in Education

A partnership of the Maryland State Department of Education and Johns Hopkins University

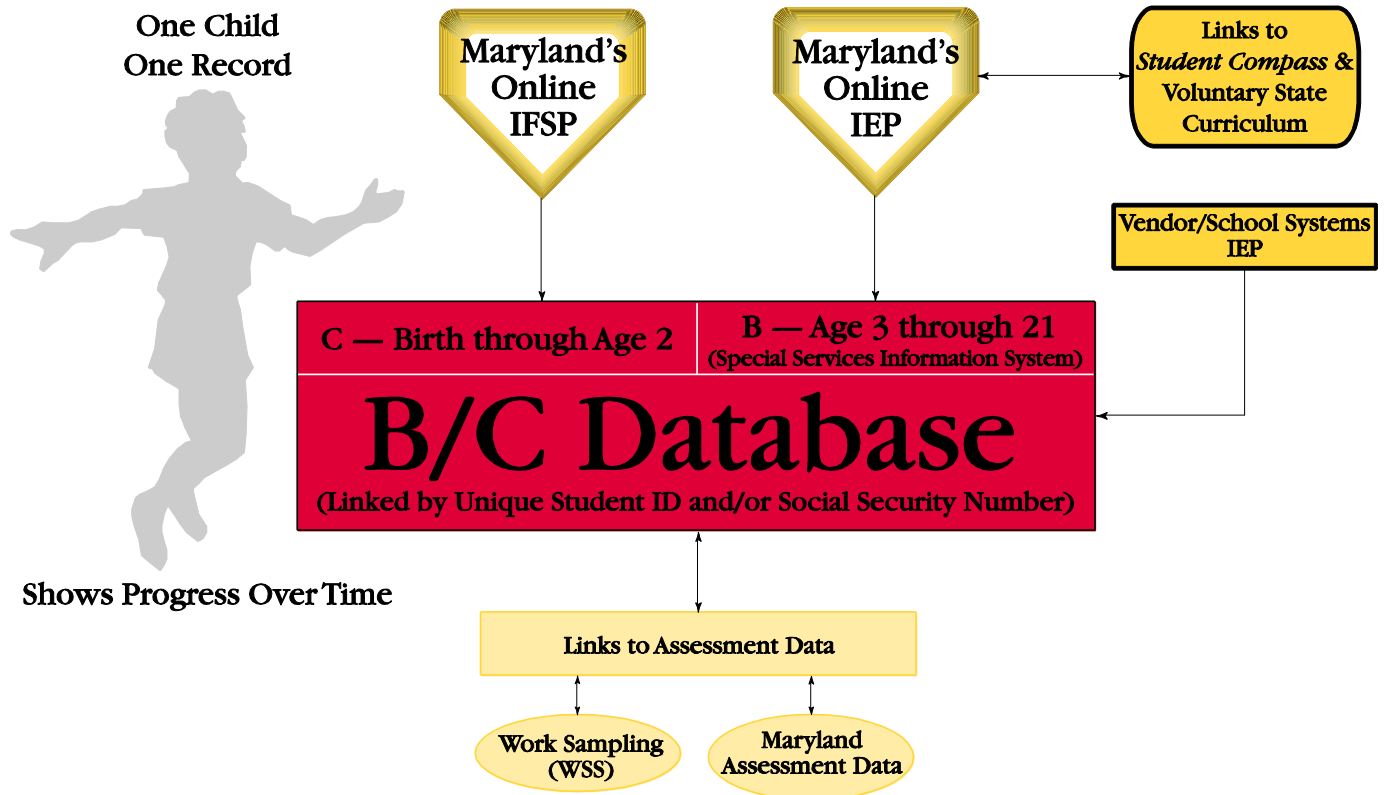


Figure 1 - MSSEADS

Project Team Roles and Responsibilities

MSDE Responsibilities:

- Participate in the software development process
- Provide access to MSEADSS 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)
 - Conduct Train-the-Trainers session for up to 8 school-district personnel and provide related materials
 - Provide Maryland Online IEP Users' Guide
 - Train up to 20 LSS administrative resources (trainers) on the system
 - Conduct at least one Users' Group Meeting each year to gather feedback on the system
 - Manage software maintenance process including management of fixes for reported software problems and requested software enhancements approved by the MSEADSS Advisory Board

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 the designated Single Point of Contact for the School District
- Select designated representative and attend Users Group Meetings (at least once a year)
- Follow Software Maintenance procedures as documented in the Users 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. School District Implementation Team Members and Contact Information 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 Project Coordinator 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 individual that will have District Administrative security permission. This may be the School District Project Coordinator or the Special Education Data Manager.
- Collaborate with MSDE and/or CTE to resolve high-level project issues.

School District Project Coordinator (this role may be shared with the Executive Sponsor) - The Project Coordinator will be assigned by the Executive Sponsor to coordinate and manage the School District resources and the implementation plan. The Project Coordinator 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.
- Working with the School District Technology Coordinator, 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 School District Administrator (Security Level) for creating User ID's and assigning team members to a Student's IEP
- Communicate changes to the software, changes in policy or procedures for using the software, and other related issues to users in their schools.

Training Coordinator (this role may be shared with the Project Coordinator) –The Professional Development Coordinator 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 class feedback with CTE and perform class modifications as needed.

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

- 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.
- 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.
- 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.
- Working with the School District Project Coordinator, determine the approach for local help desk and technology support for this application in accordance with school district procedures.
- Develop regularly scheduled automated upload of SIS data. (See Appendix F)
- Act as lead point of contact between LSS and CTE personnel regarding technical implementation of the 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 Project Coordinator is expected to attend these sessions and to address any policy related questions that may be raised by the attendees.

The District Project Coordinator should also attend the first user training session conducted by a District trainer to help with skills transfer and address any district policy questions. It is also recommended that an experienced District trainer attend the first session taught by every new trainer. This provides support to new teachers for their initial teaching experiences 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 with minimum levels of either IE 5.0, Navigator 7.0, or Firefox 1.5 which supports 128-bit SSL encryption. The recommended browsers are IE 7.0 or Firefox 2.0. 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 can not add students to the IEP system.
- **Nonpublic User**- These users work at Non-public schools and can be assigned to multiple non-public programs within a Non-Public school. Nonpublic users can be County, 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.

Student Information System 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.state.md.us/>. 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 **iepsis.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
- MD Unique ID field should be filled with the SASID (if not available then this field should be space filled but **not** zero filled)
- 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 868 characters.
- The **iepsis.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.

Transferring of an SIS data file to MSDE Secure Transport Site can be easily automated using *Tumbleweed Secure Transport 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 *Tumbleweed Secure Transport Client* or other alternative for scheduling uploads of SSIS data

please contact:

William Blandford
Senior Technology Manager/Database Projects Coordinator, JHU - Center for Technology in Education
blanford@jhu.edu

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 Project Coordinator can serve this role. The District Project Coordinator 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 the District Project Coordinator or Technology Coordinator may contact CTE to report a problem.** For Maryland Online IEP application questions or problems, the District Project Coordinator will email CTE at mist@jhu.edu. Please specify in your email if the issue relates to a software bug or a software usage question and document the steps taken before the problem occurred. 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			
Project Coordinator			
Training Coordinator			
Technology Coordinator			
Other			

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 Starter Schools		
Test SIS data interface with CTE		
Train-the-Trainers Session		
Prepare End-User Training Environment		
Setup District ID's and IEP Teams		
Conduct District-led User Training		
Document District Help Desk and Support Procedures		
Begin Initial Phase Implementation		

Appendix C. Initial Training Schedule

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

Audience	Training Class	Location	Date	Number of Students

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

CTE Action Item List

Action	Person Assigned	Date to be Completed

Appendix E. MSDE and CTE Contact List for Maryland Online IEP

Project Role	Name	Phone	Email Address
MSDE Branch Chief Student Achievement and Professional Development Branch MSDE	Sharon West	410-767-0244	swest@msde.state.md.us
Policy & Resource Specialist	Donna Riley	410-767-0249	driley@msde.state.md.us
CTE Implementation Program Coordinator	Dianne Tracey	410-516-9834	ditracey@jhu.edu
CTE Implementation Project Manager	Genice Tracey	410-516-9854	gtracey@jhu.edu
CTE Implementation Training Facilitator	Kimbrough Kelly	410-516-9844	kimbrough.kelly@jhu.edu

Appendix F. SIS Data Interface Record Layout

POSITION	ITEM	TYPE	LENGTH	VALID CODES	REQUIRED = *
1-10	MD Unique ID (SASID)	NUM	10		
11 - 19	SSN	NUM	9		
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	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		

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 (SASID) (10 position numeric)

Description:

The student's state assigned unique identifier.

Social Security Number (9 position numeric)

Description:

The student's social security number.

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

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
- 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

Appendix G: IEP User Upload File Format

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

The sync/auto-generation engine is being developed to run as often as nightly after July 1, 2007. A flat file matching the format defined below will be 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 with 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...

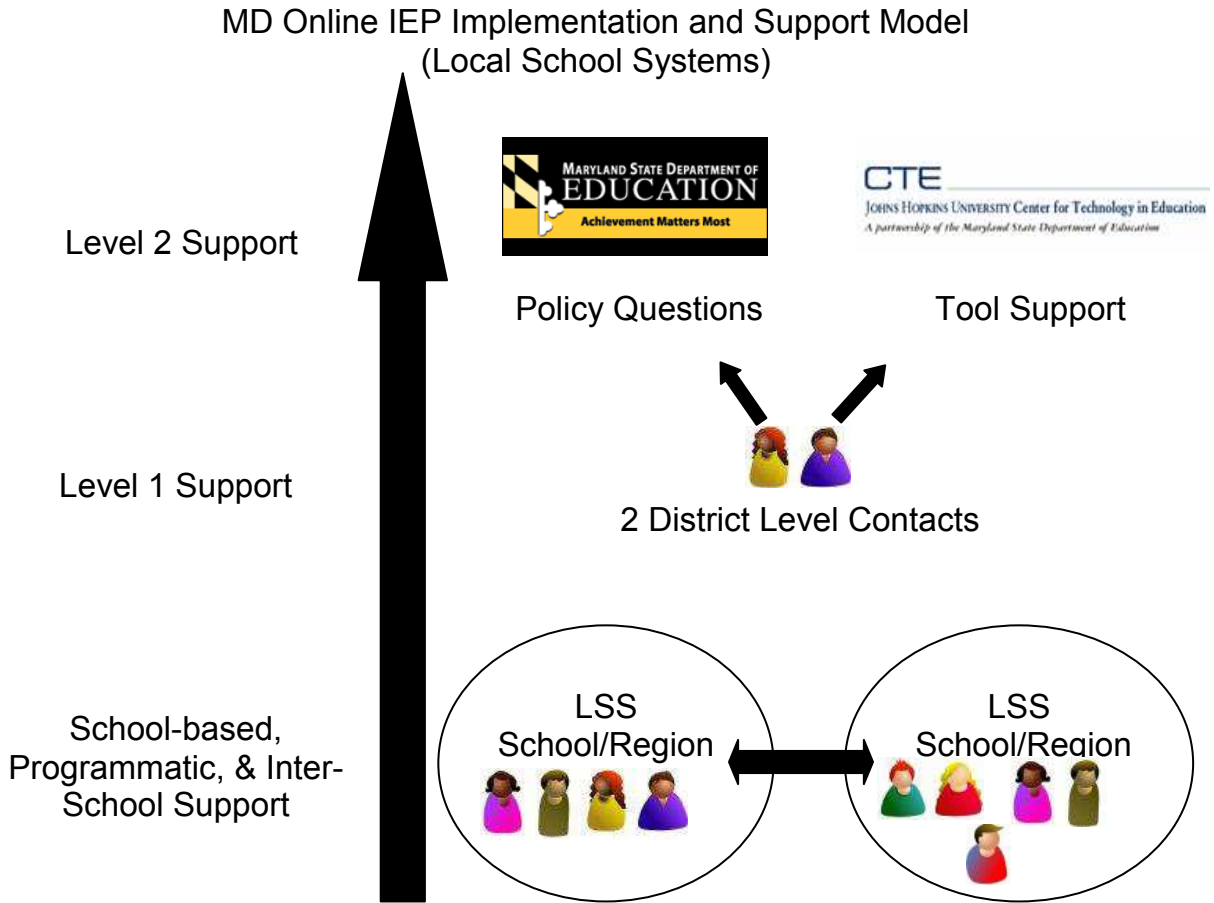
- IF email address NOT MATCH existing username in IEP Internal Users Table
THEN
 - create new username = email address
 - assign first name, last name, and email address to new user
 - place user in LEA#, school number for user's primary school
 - assign user group, edit access, admin access, and active/inactive
 - 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



MD Online IEP Implementation and Support Model (Non-Public Schools)

