Special Education Data Collection in 2010-11 School Year

January 2011
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Information Reporting Services
Special Education Data Collection, Analysis and Reporting (SEDCAR)

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Resources for Assistance

Learn the business rules of what, when and how
- – Regional Information Center (RIC) - Contact Information at
  http://www.p12.nysed.gov/irts/nystart/tips.html#contax.

SEDCAR has merged with IRS. Homepage: http://www.p12.nysed.gov/sedcar/
- – Link to SIRS Manual : http://www.p12.nysed.gov/irts/sirs/
- – Due dates for certification of Verification Reports
- – All templates for VR reports and PD Forms
- – Schedules for submission and re-submission of SPP Indicator data
- – Other References
- – Memos

Special Education State Performance Plan and Annual Performance Reports
http://www.p12.nysed.gov/specialed/spp/home.html
Special Education School District Data Profiles are posted at
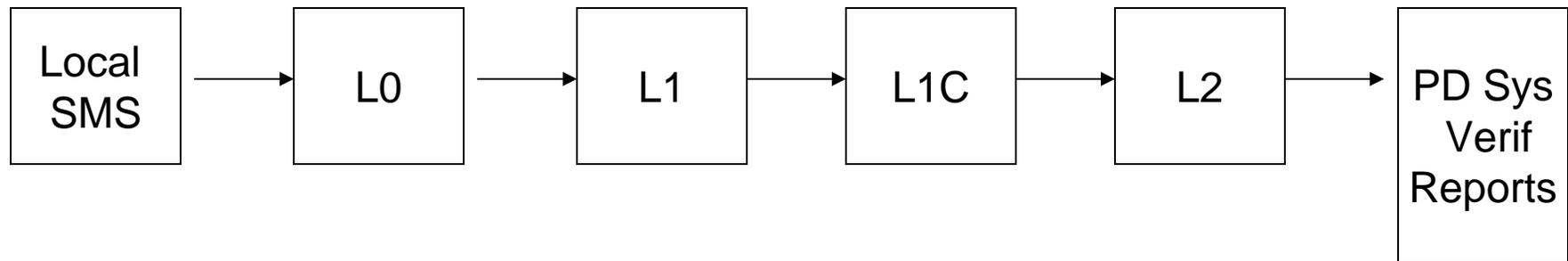http://eservices.nysed.gov/sepubrep/

Call or e-mail SEDCAR : Dataquest@mail.nysed.gov

(518) 486-4678

(518) 474-7965

Overview of Special Education Data Collection Through SIRS

| Local SMS	→	L0	→	L1	→	L1C	→	L2	→	PD Sys Verif Reports

The data flow

- Local Student Management Systems – **accurate data**
- L0: enter data into repository through RIC interface
- L1: repository data maintained at RIC or large city
- L1C: Repository data ready for migration to State repository
- L2: Statewide data repository
- PD System displays data in verification reports

Local Student Management Systems to Level 0

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┌──────────┐        ┌──────────┐
│  Local   │───────▶│    L0    │
│   SMS    │        │          │
└──────────┘        └──────────┘
```
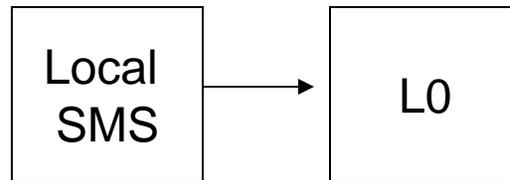
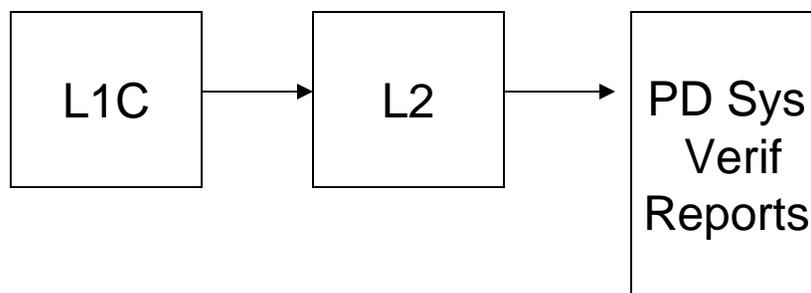- Continuous, **on-going collaboration** between district data coordinator and special education staff.

  - In which SMS is each required data element maintained (special education and/or in general education)?

  - Who is responsible for maintaining **accuracy of each data element**?

  - **Training** for all levels of local student management system staff.

  - Continuous updating of student records **(start early)**

Level 0 to Level 1

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┌──────┐        ┌──────┐
│  L0  │───────▶│  L1  │
└──────┘        └──────┘
```
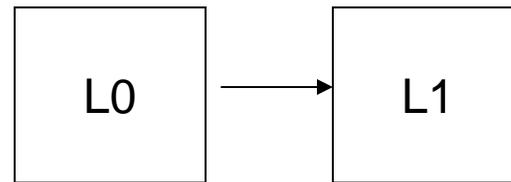
- Request training from your RIC
  - Understand all processes, procedures and timelines
  - Correct identified errors in a timely manner
  - Begin providing data as soon as the submission period begins
- In order for data to be complete, each student must have:
  - Local and State student ID
  - School enrollment type and dates
  - Building of enrollment (valid location code)
  - Student demographic data
  - Programs Fact (program services) data

Level 1C to L2 to PD Data System Verification Reports

```
┌─────────┐      ┌─────────┐      ┌──────────┐
│         │      │         │      │ PD Sys   │
│  L1C    │ ───▶ │   L2    │ ───▶ │ Verif    │
│         │      │         │      │ Reports  │
└─────────┘      └─────────┘      └──────────┘
```

- RICs provide dates by when data must be in L1
- RICs provide data to L1C by midnight on Fridays
- VR Reports refreshed in the PD Data System on Wednesdays
  - Included and Excluded Reports
  - Potentially Eligible Students for VR11-15
  - Certification of VR 1-6,8 all together (7 & 9 - Provider Reports)
  - Certification of VR 10 – 16 individually

Technical Assistance Notes

- Enrollments:
    - Preschool or school-age children who are not enrolled – require a "4034" enrollment record in the school year in which:
        - ➢ parents provide consent to evaluate (VR11).
        - ➢ a written referral is received from EI by the CPSE (VR12).
    - The "4034" enrollment record is ended with another enrollment record (code 140) when the evaluation process ends or is stopped for any reason.
    - Preschool or school-age children who enroll for special education services require another enrollment record (code 0011 or 5905).
    - If a child is already enrolled in a Pre-K program or in a school-age program (with enrollment code 0011) and is referred for special education eligibility determination, another enrollment record under code 4034 is **not** required. If this student begins to receive preschool special education services a disability Program Service record is required.
    - To end enrollment type "5905" (CSE responsibility only) students use the most appropriate reason for ending enrollment or use code "8305" .

- Demographics:
    - All data elements must be accurate (e.g., gender, DOB, Race/ethnicity, credential type, etc.)

Technical Assistance Notes - Continued

- **Programs Fact (program services) records:**
    - Records must be accurate and include beginning and ending dates that have an **appropriate overlap** with enrollment beginning and ending dates and with Special Education Snapshot time periods.
    - There must be two separate disability Program Service records with accurate beginning and ending dates for students who receive preschool special education services and continue to receive special education services as school age students in the same school year.
    - VR16 report (developed for districts that voluntarily use up to 15% of IDEA funds for CEIS or are required to) requires "5753" Program Service records for 2008-09, 2009-10 and 2010-11 school years. This means historical data corrections for 2008-09 and 2009-10.

- **Building of Enrollment (Location Code):**
    - This code identifies the building in which a school age student is enrolled or for a preschool student with a disability who is not enrolled in a Pre-K program it identifies the coordinating preschool special education **service provider**.
    - The Department uses this code to aggregate the number of **school-age** students with disabilities enrolled in BOCES, Charter Schools, approved private schools for students with disabilities and in State-supported schools or other programs.

Technical Assistance Notes (Continued)

- **Selecting Building of Enrollment (Location Codes) for preschool students with disabilities (in order):**
  - If student is participating in a <u>Pre-k or UPK program</u>, building of enrollment code is BEDS code of district building or BOCES in which Pre-K or UPK program is provided. If not a district or BOCES building, use district code ending with "0666".

  - If student is **not** in Pre-K or UPK program, building of enrollment code is the BEDS code of the "coordinating service provider" or sole preschool special education service provider. (Use BEDS code of an APPROVED preschool special education service provider.)

  - If <u>no approved preschool special education service provider is involved, and the county is providing special education service</u> by contracting with an independent service provider (not an approved special education service provider), use BEDS code of the county.

Technical Assistance Notes (Continued)

- **Selecting Building of Enrollment (Location Code) for school age students with disabilities:**
  - For students with disabilities in BOCES programs, use the generic 12 digit BOCES code that ends with "9000000000".
  - For parentally placed students with disabilities in nonpublic schools use the nonpublic school code. If the nonpublic school does not have a BEDS code, district applies to request a program code by writing to Dataquest@mail.nysed.gov. Determine early if all the nonpublic schools located in your district have a BEDS code.

- **Building of enrollment codes for all approved preschool and school age special education programs for students with disabilities are posted at**:
  http://www.emsc.nysed.gov/irts/SIRS/documentation/location-codes.shtml
  and: http://www.emsc.nysed.gov/sedcar/locationcodes.html.

Technical Assistance Notes (Continued)

Differentiating Accountability Responsibility from CSE Responsibility

- students enrolled by parents in charter schools are the CSE responsibility of districts of residence;
- students enrolled by parents in a different district from the one in which they reside are the CSE responsibility of districts of residence;
- students enrolled by parents in nonpublic elementary and secondary schools located in the school district are the CSE responsibility of the district of location;
- parentally placed preschool children with disabilities in Pre-K programs in districts other than in their own district of residence are the CPSE responsibility of the districts of residence.

Technical Assistance Notes (Continued)

Reporting by Districts with Accountability Responsibility (schools where students are enrolled) submit:

• Enrollment records with code 0011 (or 5544, 5654, 7000, 7011)

• submit demographic and all appropriate program services records and State assessment records.

Reporting by Districts with CSE or CPSE responsibility submit:

• Enrollment records with code 5905 if students are evaluated for special education eligibility or if students are provided special education services (report all parentally placed students with disabilities in nonpublic schools located in the district, even if no special education services are provided).

• Only districts with CSE or CPSE responsibility submit Special Education Snapshot and Special Education Events records.

Technical Assistance Notes (Continued)

• **Enrollment Code 5905**: School districts of residence have CSE responsibility but not accountability responsibility for students described below. Report enrollment code 5905 if these students are referred for special education eligibility determination or receive special education services according to State standards:

  • students who are home-schooled by parent choice;
  • kindergarten age students whose parents do not enroll them in any kindergarten program, but who are receiving special education services as school age students.
  • students placed by the courts or social service agencies in out-of-State facilities and who resided in the district at the time of placement.

Reporting Special Education Data

Special Education Data for the 2010-11 School Year are Collected in Three Parts:

1. October 6, 2010 (BEDS Day) Special Education Snapshot
   - **Displayed and certified in VR1-6, 8 Reports**

2. End-of-Year Reasons for Ending Enrollment, Reasons for Ending Disability, Credential Type and Post Graduate Plans (these data are collected for ALL students).
   - **Displayed and certified in VR10 Report**

   End-of-Year Coordinated Early Intervening Services (CEIS) Program Service Records for 2008-09, 2009-10 and 2010-11 school years
   - Displayed and certified in VR16 Report (only for districts that voluntarily use up to 15% of IDEA funds to provide CEIS or are required to)

3. End-of-Year Special Education Snapshot (Preschool Services), Preschool Outcomes and Special Education Events data
   - **Displayed and certified in VR11-VR15 Reports**

Part 1: October 6, 2010 Special Education Snapshot

- **Reported by** all public school districts, Special Act Schools, child care institutions with affiliated schools that provide educational services pursuant to Article 81, State agencies and State-operated schools.

- Data are **reported for** all preschool and school age students with disabilities for whom the district or educational agency has CPSE and CSE responsibility. Special Education Snapshot data are to be submitted for all students with disabilities who are receiving special education services as of BEDS day (except that ALL parentally placed students in nonpublic schools must have Special Education Snapshot data even if they are NOT receiving special education services on BEDS day).

- Special Act Schools and Article 81 Schools report on behalf of only court placed students (not district placements).

- **Six data elements are reported** using the Special Education Snapshot template as of October 6, 2010.

- These **data are verified** by reviewing the lists of included and excluded students in the VR1-VR6 and VR8 reports at http://pd.nysed.gov. Certifying any one of these VR reports, certifies all of them.

Part 1: October 6, 2010 Special Education Snapshot - Continued

1. Primary Service Code- for preschool students with disabilities only. This data element <u>is required</u> for the October 6, 2010 special education snapshot <u>and</u> end-of-year special education snapshot.

SVC01	Related services only
SVC02	Special Education Itinerant Teacher (SEIT) only
SVC03	Related Services and Special Education Itinerant Teacher (SEIT)
SVC04	Half-day (2.5 hours or less) Special Class program in integrated setting
SVC05	Half-day (2.5 hours or less) Special Class program in segregated setting
SVC06	Full-day (more than 2.5 hours, up to 3 hours) Special Class program in integrated setting
SVC07	Full-day (more than 2.5 hours, up to 3 hours) Special Class program in segregated setting
SVC08	Full-day (more than 3 hours, up to 4 hours) Special Class program in integrated setting
SVC09	Full-day (more than 3 hours, up to 4 hours) Special Class program in segregated setting
SVC10	Full-day (more than 4 hours) Special Class program in integrated setting
SVC11	Full-day (more than 4 hours) Special Class program in segregated setting
SVC12	Residential program

Part 1: October 6, 2010 Special Education Snapshot - Continued

2. Primary Service Provider: for preschool students with disabilities who receive services from more than one service provider. CPSE designates a "<u>coordinating service provider</u>". This is the institution code for the coordinating service provider. This data element <u>is required</u> with the October 6 special education snapshot <u>and</u> end-of-year special education snapshot. If the student receives special education services from only one service provider, use the code of that service provider.

3. Primary Placement Type: use for school age students with disabilities only. Indicates the type of placement <u>(residential or day or court).</u> This data element is required with the October 6 special education snapshot.

PLC01	Court or State agency placement (Article 81)
PLC02	Residential placement (Article 89)
PLC03	Non residential placement (Article 89)

Part 1: October 6, 2010 Special Education Snapshot - Continued

4. Primary Setting Code (Least Restrictive Environment Code): for preschool and school age students with disabilities This data element <u>is</u> <u>required</u> with the October 6 special education snapshot.

Preschool Settings (LRE Codes)	
PS01	In regular Early Childhood program at least 80% of the time
PS02	In regular Early Childhood program 40% to 79% of the time
PS03	In regular Early Childhood program less that 40% of the time
PS04	Separate Classroom
PS05	Separate School
PS06	Residential Facility
PS07	Home
PS08	Service Provider Location

- **See Appendix 15 of 2010-11 SIRS Manual for definitions and guidance on selecting an appropriate least restrictive environment code for each student.**

Part 1: October 6, 2010 Special Education Snapshot - Continued

4. Primary Setting Code (Least Restrictive Environment Code): Continued

School Age Settings (LRE Codes)	
SA01	Inside the regular classroom 80 percent or more of the day
SA02	Inside the regular classroom 40% to 79% of the day
SA03	Inside the regular classroom less than 40% of the day
SA04	Separate School
SA05	Hospital In Patient
SA06	Home Instruction (Home-bound) – Placed on Home Instruction by the CSE
SA07	Incarcerated
SA08	Parentally placed in a nonpublic (elementary or secondary) school located in this district and receiving special education services
SA09	Parentally placed in a nonpublic (elementary or secondary) school located in this district and **not** receiving publicly funded special education services.
SA10	Home Schooled at parent's choice

- **See Appendix 15 of 2010-11 SIRS Manual for definitions and guidance on selecting an appropriate least restrictive environment code for each student.**

Part 1: October 5, 2010 Special Education Snapshot - Continued

5. Snapshot Dates:

- •October 6, 2010 (2010-10-06)
    or
- •End-Of-Year (2010-07-01)

6. School Aged Indicator:

- •Y for school age student, otherwise N.

This data element is required with the October 6 special education snapshot.

Reports that Display Preschool students

- VR1 (by age and race/ethnicity)

- VR4 (LRE setting by age, gender, and race/ethnicity)

- VR6 (by primary service provider)

- VR7 (provider Report of students by district of residence)

VR 1: Preschool Child Count Report by Race/Ethnicity
Preschool Children Receiving Special Education Services as of October 6, 2010

Preschool Students with Disabilities Receiving Special Education Services on October 6, 2010 (Age is as of October 6, 2010)	Hispanic or Latino	American Indian / Alaska Native (Not of Hispanic Origin)	Asian (Not of Hispanic Origin)	Black or African American (Not of Hispanic Origin)	Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin)	White (Not of Hispanic Origin)	Two or More Races (Not of Hispanic Origin)	Total of Race	Race Total 2009	Reasonability Check
Age 3										*
Age 4										*
Total										*

*Explanation will be requested if change of 10 and 10% in any total cell. We are looking for explanations regarding changes in policy, practices, district trends, etc.

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VR 4: Preschool LRE Setting Report

Educational Environment See Appendix 15 of SIRS Manual for explanation of how to determine appropriate setting.		Age 3	Age 4	Total 3-4	Total 3-4 (09-10)	Reasona bility	By Gender	By R/E	Subset Related Services
Students Attending Regular Early Childhood	In the Regular Early Childhood Program at Least 80% of Time.					*			
	In the Regular Early Childhood Program 40% to 79% of Time					*			
	In the Regular Early Childhood Program Less than 40% of Time					*			
Students Not Attending a Regular Early Childhood Program	Attending a Special Education Program	Separate Class					*			
		Separate School					*			
		Residential Facility					*			
	Not Attending a Special Education Program	Home					*			
		Service Provider Location					*			
Total									

*Explanation will be requested if change of 10 and 10% in any total cell. We are looking for explanations regarding changes in policy, practices, district trends, etc.

VR 6: School District Report of Preschool Children by Primary Service Provider

Primary Service Provider BEDS Code and Name	Number of Students Provided Preschool Special Education by Type of Service		
	Related Services Only	All Other Preschool Services	Total
1			
2			
3			
4			
5			

VR 7: Provider Report of Preschool students Receiving Special Education Services as of October 7, 2009 as Reported By School Districts

Primary Service Provider:_____

BEDS Code and Name of School District Reporting Preschool Children with Disabilities		Number of Students Provided Preschool Special Education by Type of Service		
		Related Services Only	All Other Preschool Services	Total
1				
2				
3				

Approved special education service providers are asked to contact the school district if their record of the number of students from each school district is not consistent with school district's reported number. The providers only see numbers, not students.

School districts should use the list of students submitted with the SEDCAR-1 form to ensure all students are reported accurately for each approved special education provider.

Preschool Students with Disabilities Receiving Special Education Programs and Services as of October 6, 2010
(VR Reports 1, 4, 6, 7)

- **Students are "included" in the reports if:**

  - Enrollment records with codes "0011" or "5905" ; **and**
  - Enrollment beginning date on or before snapshot date and no ending date or an ending date after the snapshot date; **and**
  - Building of Enrollment code is a valid code in SEDREF; and
  - Student's age is 3 or 4 on October 6, 2010; **and**
  - A disability *Programs Fact* record with code 5786 (preschool student with a disability) active on October 6, 2010; **and**
  - A *Special Education Snapshot* record with **all of the following data elements:**
    - Primary Service Code (from Appendix 14 of the SIRS Manual)
    - Primary Service Provider
    - Snapshot Date of October 6, 2010
    - Least Restrictive Environment Code for preschool setting (from Appendix 15 of SIRS Manual.

Preschool Students with Disabilities Receiving Special Education Programs and Services as of October 6, 2010 (VR Reports 1, 4, 6, 7) Continued

- **Reasons why students appear on the list of excluded students for these reports:**
  - Active enrollment and disability Programs Fact record for preschool child – No Special Education Snapshot record.
  - Active enrollment record for child of preschool age- Special Education Snapshot record exists - No disability Programs Fact record.
  - Special Education Snapshot record exists - No active enrollment record.
  - Preschool student with a disability younger than Age 3 on October 6, 2010.
  - Preschool student with a disability older than Age 4 on October 6, 2010

School districts must determine if students are legitimately excluded or if they are excluded because of incorrect or incomplete data.

Reports that Display School-Age Students

- VR 2 (by age and disability)

- VR 3 (by disability and race/ethnicity)

- VR 5 (by disability and LRE setting)

- VR 8 (LRE by building of enrollment)

- VR 9 (Provider report for each building of enrollment by districts of residence)

VR 2: School Age Child Count by Age and Disability

	Disability	Age as of October 6, 2010																	
		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	total
1	Autism																			
2	Emotional Disturbance																			
3	Learning Disability																			
4	Mentally Retardation																			
5	Deafness																			
6	Hearing Impairment																			
7	Speech or Language Impairment																			
8	Visual Impairment																			
9	Orthopedic Impairment																			
10	Other Health Impairment																			
11	Multiple Disability																			
12	Deaf- Blindness																			
13	Traumatic Brain Injury																			
14	Total																			

VR 2: School Age Child Count by Age and Disability- Continued

	Age as of October 7, 2009							
	4-5	6-11	12-13	14-17	18-21	Total 10-11	Total 09-10	Reason-ability
Autism								*
Emotional Disturbance								*
Learning Disability								*
Mentally Retardation								*
Deafness								*
Hearing Impairment								*
Speech or Language Impairment								*
Visual Impairment								
Rest of Disabilities								

*Explanation will be requested if change of 10 and 10% in any total cell. We are looking for explanations regarding changes in policy, practices, district trends, etc.

VR 3: School Age Students by Disability and Race/Ethnicity

School age students ages 4-21

		Hispanic or Latino	American Indian / Alaska Native (Not of Hispanic Origin)	Asian (Not of Hispanic Origin)	Black or African American (Not of Hispanic Origin)	Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin)	White (Not of Hispanic Origin)	Two or More Races (Not of Hispanic Origin)	Total of Race
1	Autism								
2	Emotional Disturbance								
3	Learning Disability								
4	Mentally Retardation								
5	Deafness								
6	Hearing Impairment								
7	Speech or Language Impairment								
8	Visual Impairment								
9	Rest of Disabilities								
14	Total of Rows 1-13								

Reasonability check by race/ethnicity totals will not be completed in 2010-11 due to Changes in the race/ethnicity categories.

VR 5: School Age Child Count by Least Restrictive Environment Setting
Tables 1, 2 and 3 are Prepared for Each Disability

	Table 1: In regular school programs in buildings attended by disabled and non-disabled students							
Time Inside Regular Classroom	**Age Group**							
	4-5	6-11	12-13	14-17	18-21	Total 10/6/10	Total 10/7/09	**Reasonability Check**
1 80% or more								*****
2 40% to 79%		These data are also displayed by Race/Ethnicity, Gender and LEP Status						*****
3 Less than 40%								*****
4 Total								*****

*Explanation will be requested if change of 10 and 10% in any total cell of Report 14. We are looking for explanations regarding changes in policy, practices, district trends, etc.

See Appendix 15 of SIRS Manual for explanation of how to determine appropriate Setting for each student.

VR 5: School Age Child Count by Least Restrictive Environment Setting
Tables 1, 2 and 3 are Prepared for Each Disability

	Table 2: In Separate Settings								
	Type of Setting	Age Group							
		4-5	6-11	12-13	14-17	18-21	Total 10/6/10	Total 10/7/09	Reasonability Check
1	Separate School								*
2	Residential Facility**		These data are also displayed by Race/Ethnicity, Gender and LEP Status						*
3	Hospital (In-patient)								*
4	Home Placement by CSE (Homebound)								*
5	Total								*

*Explanation will be requested if change of 10 and 10% in any total cell of Report 14. We are looking for explanations regarding changes in policy, practices, district trends, etc.

** Residential Facility is not a "least restrictive environment setting". Students are identified for this setting by the "Primary Placement" data (PLC02). This data element is in the Special Education Snapshot template.

See Appendix 15 of SIRS Manual for explanation of how to determine appropriate Least Restrictive Environment setting or each student.

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VR 5: School Age Child Count by Least Restrictive Environment Setting
Tables 1, 2 and 3 are Prepared for Each Disability

Table 3: In Other Specific Settings									
Type of Setting		Age Group							
		4-5	6-11	12-13	14-17	18-21	Total 10/6/10	Total 10/7/09	Reasonability Check
1	Incarcerated								*
2	Home Schooled by Parental Choice		These data are also displayed by Race/Ethnicity, Gender and LEP Status						*
3	Parentally Placed in Nonpublic School- Receiving Special Education Services								*
4	Parentally Placed in Nonpublic School- Not Receiving Special Education Services								*
5	Total								*

*Explanation will be requested if change of 10 and 10% in any total cell of Report 14. We are looking for explanations regarding changes in policy, practices, district trends, etc.

See Appendix 15 of SIRS Manual for explanation of how to determine appropriate Least Restrictive Environment setting or each student.

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VR 8: District Report of School Age Students by Building Where Enrolled
Tables 1, 2 and 3 are Prepared for Each Building*

Tables 1, 2 and 3 are repeated to display total number of students in all buildings, total in the district buildings and in each other "building of enrollment" *

Table 1: In regular school programs in buildings attended by disabled and non-disabled students						
Time Inside Regular Classroom	Age Group					
	4-5	6-11	12-13	14-17	18-21	Total
1 80% or more						
2 40% to 79%						
3 Less than 40%						
4 Total						

*Tables 2 and 3 are not included in this presentation.

VR 9: Provider Report of School Age Students Receiving Special Education Services as Reported by School Districts with CSE Responsibility

Tables 1, 2 and 3 are repeated to display the total number of students reported by all CSE and by each CSE as enrolled in the district or in other buildings of enrollment*

Approved special education service providers, Charter Schools and State-supported schools are asked to contact the School district if their record is not consistent with school district's report

Table 1: In regular school programs in buildings attended by disabled and non-disabled students						
Time Inside Regular Classroom	Age Group					
	4-5	6-11	12-13	14-17	18-21	Total
1 80% or more						
2 40% to 79%						
3 Less than 40%						
4 Total						

*Tables 2 and 3 are not included in this presentation.

School-Age Students with Disabilities Receiving Special Education Programs and Services as of October 7, 2009*
VR Reports 2, 3, 5, 8, 9

▪ **Students are "included" in the reports if:**
  • Enrollment records with codes "0011" or "5905", "5544", "5654", "7000", "7011 ; **and**
  • Enrollment beginning date on or before snapshot date and no ending date or an ending date after the snapshot date; **and**
  • Building of Enrollment code is a valid code in SEDREF; **and**
  • Student's age on October 6, 2010 is between 4 and 21 ; **and**
  • A disability *Programs Fact* record with a school-age disability code that is active on October 6, 2010; **and**
  • A *Special Education Snapshot* record with **all of the following data elements:**
    • Snapshot Date of October 6, 2010
    • Primary Placement Code
    • Least Restrictive Environment Code for school-age setting from Appendix 15 of SIRS Manual.

•**Parentally placed students with disabilities in nonpublic schools are reported even if they are not receiving special education services on October 6, 2010.**

School-Age Students with Disabilities Receiving Special Education Programs and Services as of October 6, 2010 VR Reports 2, 3, 5, 8, 9 - Continued

- **Reasons why students appear on the list of excluded students for these reports:**
  - Active enrollment and disability Programs Fact records - <u>No Special Education Snapshot record</u> (School Age).
  - Active enrollment record - Special Education Snapshot record exists - <u>No disability Programs Fact record</u>.
  - Special Education Snapshot record exists – <u>No active enrollment record</u>.
  - School age student <u>Age 3 or younger</u> (age as of on October 6, 2010).
  - School age student <u>Age 21 or older</u> on September 1 unless enrollment ends before September 1(age as of October 6, 2010).

School districts must determine if students are legitimately excluded or if they are excluded because of incorrect or incomplete data.

Part 2: End-of-Year Data
VR10- Exiting Report
Reasons for Ending Enrollment;
Reasons for Ending Disability; Credential Type; and Post
Graduate Plans

• Data are **reported by** all public school districts, Special Act Schools, child care institutions with affiliated schools that provide educational services pursuant to Article 81, State agencies, State-operated schools, and Charter Schools.

• Special Act Schools and Article 81 Schools report data on behalf of **only court placed students** (not district placed students).

• **School Enrollment, Student Demographic, and Programs Fact** templates are used to report these data.

VR10-Exiting Report- Continued

The VR10 report consists of the following sections:

- **Section A, Reports 1 and 2:**
  - Report 1: all preschool children declassified
  - Report 2: all school-age students (ages 4-21) CSE or accountability responsibility- all basis of exiting

- **Section B, Reports 1-15B**
  - School-age students (ages 14-21)-accountability responsibility only.

- **Section C**
  - School-age students (ages 14-21) accountability responsibility only - exited with a high school diploma, IEP Diploma, HSE Diploma or Reached Maximum Age.

VR10-Exiting Report- Continued
Notes

- Students with multiple reasons for ending enrollment in the same school year will be included as follows:
  - A student will be reported according to the **last reason** for ending enrollment during the school year.
  - If a student was declassified and also has a reason for ending enrollment, the student will be included according to **the reason for ending enrollment and not also as a declassified student***.
  - If a student has a reason for ending enrollment, but returns to school in the same school year and has an EOY (end of year) reason for ending enrollment, the student is deemed to be **still enrolled so is excluded from the report**.

*Even though students are displayed in the VR10 report according the rules above, the data warehouse contains a full record of the district's reported reasons. For example, if the state needs to know how many students were declassified during the year, we will query the warehouse for that information, and not just total students who appear in the VR10 report.

Appendix 8 of SIRS Manual –Reasons for Ending Enrollment Codes
(*shaded - appropriate codes for preschool children)

Code	Reason
High School Graduates	
799	Graduated (earned a Regents or local diploma) Credential Type Description must be provided as a data element in the Student Lite template.
High School Completers	
085	Earned an IEP diploma
629	Previously earned an IEP diploma
GED	
816	Earned a High School Equivalency Diploma (GED)
Transfer to Other Schools	
153*	Transferred to another school in this district or to an out-of-district placement
170*	Transferred to another NYS public school outside this district with documentation. *Note: documentation of transfer is not required for preschool students with disabilities*
204*	Transferred to a NYS nonpublic school with documentation
221*	Transferred to a school outside NYS with documentation. Note: documentation of transfer is not required for preschool students with disabilities.
238*	Transferred to homebound instruction provided by this district
255*	Transferred to home-schooling by parent or guardian
272	Transferred to postsecondary school prior to earning a diploma
5927	Leaving a school under NCLB-a victim of a serious violent incident
5938	Leaving a NYC community district under NCL B- a victim of a serious violent incident

Appendix 8 – Reasons for Ending Enrollment Codes - Continued
(*shaded - appropriate codes for preschool children)

Dropouts	
136	Reached maximum legal age and has not earned a diploma or certificate
340	Left school: first-time dropout
391	Long-term absence (20 consecutive unexcused days)
408	Permanent expulsion (student must be over compulsory attendance age)
425*	Left school, no documentation of transfer *(Note: use this code for students who are not yet of compulsory school age and who are withdrawn by their parents and preschool children who are declassified. These students will not be considered dropouts)*
306	Transferred to other high school equivalency (GED) preparation program
357	Left school: previously counted as a dropout
Other circumstances for ending enrollment	
140*	Preschool-age students' special education status determined or process ended for any reason
289	Transferred to an AHSEP or HSEP program
323*	Transferred outside district by court order
442*	Left the U.S.
459*	Deceased
782*	Entry into a different grade in the same building
8228	End "Walk-In" enrollment
8305	End CSE responsibility
8316	Re-enroll in Same School (use to end enrollment of students who are on roster for census only)

Reasons for Ending Disability

School districts, Article 81 Schools, State agencies and NYS School for the Deaf and NYS School for the Blind report reasons for ending disability for all preschool and school age students with disabilities **for whom they have CPSE or CSE responsibility, regardless of where students are enrolled**.

Declassification - Use reason for ending disability code 901:
- Preschool students with disabilities who are declassified by the CPSE.
- Preschool students with disabilities who are found NOT eligible for school-age special education services.
- Preschool students with disabilities who enter school age program without a disability.
- School age students with disabilities who are declassified.
- Preschool or school age students with disabilities for whom parents revoke consent in writing for special education services.

Change of disability - Use reason for ending disability code 912:
- Preschool students with disabilities who upon reaching school-age are classified as school age students with disabilities.
- School age students with disabilities whose disabilities are changed by the CSE.

Credential Type*
(Student Lite Template)

Description	Code
Regents with Honors post July 1 2001	762
Regents with Honors & CTE Endorsement- 9th grade - July 1 2001	813
Regents w/o Honors -9th grade after July 1 2001	779
Regents w/o Honors-with CTE Endorsement-9th grade - July 1 2001	796
Local Diploma w/o Regents Endorsement	068
Local Diploma w/o Regents Endorsement but with CTE Endorsement	612
Regents Diploma with Adv Designation	680
Regents Diploma with Adv Des & CTE Endorsement	697
Regents Diploma with Adv Des & Honors	714
Regents Diploma with Adv with Honors & CTE Endorsement	731
GED	738
IEP Diploma	085

*These codes are found in Appendix 5 of 2010-11 SIRS Manual.

Post Graduate Plan*
(Postgraduate Plan Description – data element in Student Lite Template)

Description	Code
4-year college in NYS	1
2-year college in NYS	2
Other postsecondary school in NYS	3
4-year college outside NYS	4
2-year college outside NYS	5
Other postsecondary school outside NYS	6
Seek employment	7
Enlist in the military	8
Other plan	9
Adult Services (students with disabilities only)	10
Unknown	11

*These codes are found in Appendix 4 of the 2010-11 SIRS Manual.

VR-10 Section A, Report 1: Report of Preschool Children with Disabilities
Declassified* Between Ages 3-5
July 1, 2010 to June 30, 2011
Age is Determined as of Child-Count Date

Disability Category	PRESCHOOL Declassified at Age 2 or 3	PRESCHOOL to SCHOOL-AGE TRANSITION Enrolled in General Education Without a Disability Classification After Transitioning from Preschool Special Education to School-Age Programs or Preschool Child Declassified at Age 4 or 5
Preschool Student with a Disability		

* Declassified students include students for whom parents revoke consent in writing for special education services.

VR-10 Section A, Report 2: Report of School-Age Students with Disabilities Exiting Special Education (Ages 4-21)
July 1, 2010 to June 30, 2011

Disability (13 categories)	Basis of Exit									
	Regents Diploma	Local Diploma	HSE Diploma	IEP Diploma	Declassified*	Reached Max. Age	Died	Moved**	Dropped Out
Autism										
Emotional Disturbance		**This report will display all students for whom district has CSE or accountability responsibility.**								
Learning Disability										
Other Disabilities…										

* Declassified students include students for whom parents revoke consent in writing for special education services.

** Moved, Known to be Continuing.

VR-10 Section B, Reports 1-15B: Report of Students with Disabilities Exiting Special Education (Ages 14-21)
July 1, 2010 to June 30, 2011 by Disability, Race/Ethnicity, Gender, LEP Status
(Reports 1-15B)

		Age as of October 6, 2010										
		14	15	16	17	18	19	20	21	Total 10-11	Total 09-10	Discrepancy (10-11 and 09-10)
1	**Regents Diploma**											*
2	**Local Diploma**		**This report will display all students ages 14-21 for whom district has accountability responsibility and who who were enrolled on child count date.**										*
3	**High School Equivalency Diploma (GED Diploma)**											*
4	**Individualized Education Program Diploma**											*
5	**Declassified and Returned to General Education**											*
6	**Reached Maximum Age**											*
7	**Died**											
8	**Moved, Known to be Continuing**											*
9	**Dropped Out**											*
10	**Total Lines 1-9**											*

*Explanation will be requested if change of 10 and 10%. We are looking for explanations regarding changes in policy, practices, district trends, etc.   50

VR-10 Section B, Report 15A: Report of Students with Disabilities (Ages 14-21) Exiting Special Education July 1, 2010 to June 30, 2011 by Race/Ethnicity

	Basis of Exit	Hispanic or Latino	American Indian / Alaska Native (Not of Hispanic Origin)	Asian (Not of Hispanic Origin)	Black or African American (Not of Hispanic Origin)	Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin)	White (Not of Hispanic Origin)	Two or More Races (Not of Hispanic Origin)	Total of Race
1	Regents Diploma								
2	Local Diploma								
3	High School Equivalency Diploma (Also referred to as GED Diploma)								
4	Individualized Education Program Diploma								
5	Declassified and Returned to General Education								
6	Reached Maximum Age								
7	Died								
8	Moved, Known to be Continuing								
9	Dropped Out								
10	Total								

This report will display all students (ages 14-21) for whom district has accountability responsibility and who were enrolled on child count date .

VR-10 Section B, Report 15B: Report of Students with Disabilities Exiting Special Education July 1, 2010 to June 30, 2011 by Gender and LEP Status

	Basis of Exit	Male	Female	Total by Gender	LEP-Yes	LEP-No	Total by LEP Status
1	Regents Diploma						
2	Local Diploma						
3	High School Equivalency Diploma (Also referred to as GED Diploma)						
4	Individualized Education Program Diploma						
5	Declassified and Returned to General Education						
6	Reached Maximum Age						
7	Died						
8	Moved, Known to be Continuing						
9	Dropped Out						
10	Total						

This report will display all students (ages 14-21) for whom district has accountability responsibility and who were enrolled on child count date.

VR-10 Section C: Report of Students with Disabilities Exiting Special Education
July 1, 2010 to June 30, 2011
Postgraduate Plans
(Report for all High School Completers)

Basis of Exit	Number to Postsecondary Education			Seek Employment*	Military Service	Adult Services	Other	Unknown	Total
	4-Year College	2-Year College	Other Post-Secondary School						
Regents Diploma									
Local Diploma									
HSE Diploma (Also referred to as GED Diploma)				This report will display all students (ages 14-21) for whom district has accountability responsibility					
IEP Diploma									
Total									

Part 2: End-of-Year Data
VR16

Students Receiving Coordinated Early Intervening Services in the Preceding Two Years and were
Students with Disabilities in the 2010-11 School Year

- Data are **reported by** public school districts that voluntarily use up to 15% of IDEA federal funds to provide CEIS or were required to use 15% of IDEA funds for CEIS because their data indicated significant disproportion, based on race/ethnicity, in suspensions, classification of students for special education, identification of students by specific disability or placement of students in particular settings.

- List of districts that must review and certify a VR16 report is posted at

http://www.p12.nysed.gov/sedcar/forms/vr/1011/html/verif16list.htm

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Part 2: End-of-Year Data
VR-16 -- Continued

- Only <u>school-age</u> students without disabilities (under IDEA) may receive CEIS.
- Students must have a CEIS program service record (code 5753) in the same school year in which district budgeted to use IDEA funds for CEIS. These are students who benefited from CEIS or were the intended beneficiaries.
- Students may appear in the report if they received CEIS in a different district but are students with disabilities in the current district.
- A student may have received CEIS during portion of a school year prior to being classified as a student with a disability.

Part 2: End-of-Year Data
VR-16 -- Continued

- Students with multiple CEIS program service codes will appear only once in a year according to the latest dates.

- A student may start receiving CEIS after being declassified.

- A student with both a disability program service code and a CEIS program service code with the same beginning and ending dates will not be "included" in the report. This student will appear in the "excluded" students report.

Part 2: End-of-Year Data
VR-16 -- Continued

	School Year (July 1 to June 30)		
Description of Data	**2008-09**	**2009-10**	**2010-11**
General education students who received CEIS any time during the year. These students were not classified as students with disabilities when they received CEIS.	25	30	48
Students with disabilities in 2010-11 school year who received CEIS for any length of time during the preceding two years (including any portion of the 2010-11 school year) prior to being classified.			10

Part 3: End of the Year Data
VR13 - Preschool Services

- Reported by **public school districts** only.

- Include **all children who receive preschool special education services at any time during the 2010-11 school year** (July 1, 2010 to June 30, 2011)
  - Include children who received preschool special education services in July and August 2010 and school age services in September 2010.
  - Include children who started preschool special education services on or after the October 6, 2010 special education snapshot date.

VR-13 Report of Preschool Special Education Programs and Services Provided any Time During the 2010-11 School Year (July 1, 2010- June 30, 2011)
Age is as of October 6, 2010

Program/Placement	Age 2	Age 3	Age 4	Age 5	Total (10-11)	Total (09-10)	Discrepancy (10-11 and 09-10)
1. Related Services Only							*
2. Special Education Itinerant Teacher (SEIT) Services Only							*
3. Related Services and SEIT Services							*
4. Half Day (2.5 hours or less) Special Class in Integrated Setting							*
5. Half Day (2.5 hours or less) Special Class in Segregated Setting							*
6. Full Day (more than 2.5 hours, up to 3 hours) Special Class Program in Integrated Setting							*
7. Full Day (more than 2.5 hours, up to 3 hours) Special Class in Segregated Setting							*
8. Full Day (more than 3 hours, up to 4 hours) Special Class in Integrated Setting							*
9. Full Day (more than 3 hours, up to 4 hours) Special Class in Segregated Setting							*
10. Full Day (more than 4 hours) Special Class in Integrated Setting							*
11. Full Day (more than 4 hours) Special Class in Segregated Setting							*
12. Residential Program							*
13. Total							*

*Explanation will be requested if change of 10 and 10%. We are looking for explanations regarding changes in policy, practices, district trends, etc.

Part 3: End of the Year Data
VR13 - Preschool Services- Continued

Report will display data for child if:

- Enrollment record with reason for beginning enrollment code 0011 or 5905; **and**

- Building of Enrollment code is a valid code in SEDREF; **and**

- Age as of child count date is 2 or 3 or 4 or 5; **and**

- A disability *Programs Fact* record with code 5786 (preschool student with a disability); **and**

- <u>Some overlap between enrollment time period and beginning and ending dates of preschool disability record</u>; **and**

- A *Special Education* Snapshot record with <u>all</u> of the following data elements:

  - Primary Service Code (from Appendix 14 of the SIRS Manual)

  - Primary Service Provider (last special education service provider or coordinating service provider)

  - Snapshot Date of July 1, 2010

Part 3: End of the Year Data
VR15 - Preschool Outcomes

- To be reported by school districts assigned to report on State Performance Plan **Indicator 7** for the 2010-11 school year. See schedule of the school year in which districts must report data for this indicator at http://www.p12.nysed.gov/sedcar/data.htm#subschedule

- Special education preschool outcomes data are collected through the **Assessment Fact template**. Child Outcomes Summary Form (COSF) is a test group for preschool students with disabilities.

- Report on preschool children who received an **initial evaluation on or after March 1, 2006,** received **at least 6 months of preschool special education service**, and left preschool special education between July 1, 2010 and June 30, 2011.

- **Child Outcomes Summary Form is a Nationally standardized rating scale-** . Children are evaluated at **entry** into preschool and at **exit** from preschool. **Scale from 1-7** measures how close children are to the functional level of typically developing children in three early childhood outcome areas. This indicator is about the **amount of progress** children make between entry into and exit from preschool special education.

- **Report** on all children who meet the above criteria, even if only **partial information** is available on some children (e.g., entry level assessment results only or exit level assessment results only). The students with partial data will appear on the list of excluded students, however, the size of this population will provide useful information to the Department.

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Part 3: End of the Year Data
VR15 - Preschool Outcomes - Continued

Child will be included in the VR15 report if:
- Enrollment record is between July 1, 2010 and June 30, 2011; **and**
- Reason for beginning enrollment codes are 0011 or 5905; **and**
- Building of Enrollment code is a valid code in SEDREF; **and**
- Assessment Scores on the following Assessment Measure Standard Descriptions are provided:
  - COSF: Entry Level Social Emotional; and
  - COSF: Exit Level Social Emotional; and
  - COSF: Progress Social Emotional; and
  - COSF: Entry Level Knowledge and Skills; and
  - COSF: Exit Level Knowledge and Skills; and
  - COSF: Progress Knowledge and Skills; and
  - COSF: Entry Level Behaviors; and
  - COSF: Exit Level Behaviors; and
  - COSF: Progress Behaviors.

Assessment Fact Template

Test Group: "COSF" for Child Outcomes Summary Form for Preschool Students with Disabilities				
Name	**Description**	**Subject Area**	**Code**	**Type**
Entry Level Positive Social Emotional Skills	COSF: Entry Level Social Emotional	Social Emotional	00931	Numeric scale (1-7)
Entry Level Acquisition of Knowledge and Skills	COSF: Entry Level Knowledge and Skills	Knowledge and Skills	00932	Numeric scale (1-7)
Entry Level Use of Appropriate Behaviors to Meet Their Needs	COSF: Entry Behaviors	Behaviors	00933	Numeric scale (1-7)
Exit Level Positive Social Emotional Skills	COSF: Exit Level Social Emotional	Social Emotional	00941	Numeric scale (1-7)
Exit Level Acquisition of Knowledge and Skills	COSF: Exit Level Knowledge and Skills	Knowledge and Skills	00942	Numeric scale (1-7)
Exit Level Use of Appropriate Behaviors to Meet Their Needs	COSF: Exit Behaviors	Behaviors	00943	Numeric scale (1-7)
Progress in Positive Social Emotional Skills	COSF: Progress Social Emotional	Social Emotional	00951	Alpha (Y or N)
Progress in Acquisition of Knowledge and Skills	COSF: Progress Knowledge and Skills	Knowledge and Skills	00952	Alpha (Y or N)
Progress in Use of Appropriate Behaviors to Meet Their Needs	COSF: Progress Behaviors	Behaviors	00953	Alpha (Y or N)

Verification Report 15: Preschool Outcomes Report for 2009-10

Table 1: Positive Social Emotional Skills (Tables 2-3 for Acquisition of Knowledge and Skills and Use of Appropriate Behaviors to Meet Their Needs)								
		What was the Child's Functional Rating on Child Outcomes Summary Form at Exit from Preschool Special Education?						
	Performance on Rating Scale	1	2	3	4	5	6	7
What was the Child's Functional Rating on Child Outcomes Summary Form at Entry Into Preschool Special Education?	1	A (no) / B (yes)	C	C	C	C	D	D
	2	A (no) / B (yes)	B	C	C	C	D	D
	3	A (no) / B (yes)	A (no) / B (yes)	B	C	C	D	D
	4	A (no) / B (yes)	A (no) / B (yes)	A (no) / B (yes)	B	C	D	D
	5	A (no) / B (yes)	A (no) / B (yes)	A (no) / B (yes)	A (no) / B (yes)	B	D	D
	6	A (no) / B (yes)	A (no) / B (yes)	A (no) / B (yes)	A (no) / B (yes)	A (no) / B (yes)	E	E
	7	A (no) / B (yes)	A (no) / B (yes)	A (no) / B (yes)	A (no) / B (yes)	A (no) / B (yes)	E	E

Verification Report 15: Preschool Outcomes Report for 2010-11

Table 4: Number of Preschool Children by the Amount of Progress in Each Preschool Outcome Area

Preschool Outcome Area	Progress Reporting Category					
	A	B	C	D	E	F
	The number of children who did not improve functioning.	The number of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	The number of children who improved functioning to a level nearer to same-aged peers but did not reach it.	The number of children who improved functioning to reach a level comparable to same-aged peers.	The number of children who maintained functioning at a level comparable to same-aged peers.	Total Number of Preschool Children
1. Positive social emotional skills						
2. Acquisition of knowledge and skills						
3. Use of appropriate behaviors to meet their needs						

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Verification Report 15: Preschool Outcomes Report for 2010-11 – Cont.

Table 5: Summary Statements for Each Preschool Outcome Area

Preschool Outcome Area	Summary Statement 1	Summary Statement 2
	Of those children who entered or exited the program below age expectations , the percent who substantially increased their rate of growth by the time they exited the program. C+D/(A+B+C+D) *100	The percent of children who were functioning within age expectations by the time they exited the program. (D+E)/(A+B+C+D+E) * 100
1. Positive social emotional skills	23%	12%
2. Acquisition of knowledge and skills	15%	10%
3. Use of appropriate behaviors to meet their needs	28%	20%

Part 3: End of the Year Data
VR11, VR12, VR14 Reports
Special Education Events Data

- **Only public school districts report these data**
- **Data displayed in the VR11 and VR12 reports are compliance data**
- **Status of students is reported as of August 31, 2011**

VR11-Initial Evaluation for Special Education Eligibility

- Referral of preschool children for special education eligibility determination:
  - Reported by school districts assigned Indicator 11 for 2010-11.
  - Report on all preschool children for whom consent to evaluate is received between July 1, 2010 and June 30, 2011 (include children who are referred from Early Intervention).
- Referral of School age students for special education eligibility determination:
  - Reported by districts assigned Indicator 11 for 2010-11.
  - Report on all school age students for whom parent consent to evaluate is received between July 1, 2010 and June 30, 2011 (include parentally placed students in nonpublic elementary and secondary schools).

Part 3: End of the Year Data
VR11, VR12, VR14 Reports
Special Education Events Data - Continued

VR12- Preschool Services by 3rd Birthday
- Transition of children from IDEA, Part C (Early Intervention) to IDEA, Part B (preschool special education):
  - Reported by districts assigned Indicator 12 for 2010-11.
  - Report on all children referred from Part C (EI), prior to age 3, between July 1, 2010 and June 30, 2011.

VR14- Parentally Placed Students in Nonpublic Schools.
- Evaluation of parentally placed students in nonpublic schools for determination of eligibility and provision of special education services
  - Reported by **all** school districts.
  - Report on parentally placed students in nonpublic schools for whom a written referral was received between July 1, 2010 and June 30, 2011.

VR-11: Indicator 11 - Timely Evaluation of Preschool and School Age Students

		Preschool Children	School Age Students
1.	Number of students for whom parental consent to evaluate was received (July 1, 2010 to June 30, 2011).	11	6
2.	Number of students whose evaluations were completed within State established timeline.	2	2
3.	Number of children whose evaluations were not completed within State established time lines, but for reasons that are considered to be in compliance with State requirements.	3	0
4.	Number of children whose evaluations were not completed within State established time lines for reasons that are considered to be NOT in compliance with State requirements.	6	4
5.	Compliance Rate [Line 2 divided by (Line 1 minus Line 3)*100]	**25.0 %**	**33.3 %**

Reasons provided by the school district:

Reasons in Compliance with State Requirements	Number of Preschool Children	Number of School-Age Students
Of the children in Line 1 above, report the number who moved to another school district before the evaluation was completed.	1	
Of the children in Line 1 above, report the number whose parents refused or repeatedly did not make the child available for the evaluation.	2	
Reasons NOT in Compliance with State Requirements		
An approved evaluator was not available to provide a timely evaluation	2	2
Evaluator delays in completing the evaluation	2	2
Missing or inaccurate data	2	

VR-12: Indicator 12 - Transition of Children From Early Intervention to Preschool

		Number of Children
1.	Number of children who were served in Part C and referred to Part B for eligibility determination.	10
2.	Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthday.	1
3.	Number of those found eligible who had an IEP developed and implemented by their third birthday.	2
4.	Number of children for whom delays in determination of eligibility or delays in implementing the IEP were caused by reasons that are in "in compliance" with State requirements.	6
5.	Number of children for whom delays in determination of eligibility or delays in implementing the IEP were for reasons that are NOT in compliance with State requirements.	2
6.	Compliance Rate [Line 3 divided by (Line 1 minus Line 2 minus Line 4) *100]	67 %

Reasons provided by the school district:

Reasons in Compliance with State Requirements	Number of Children
parents chose to continue their child in Early Intervention Program and transition to preschool special education after the child became three years of age.	4
Child started receiving services on the recommended program's beginning date, even though it was after the child's third birthday.	2
Reasons NOT in Compliance with State Requirements	
Missing or inaccurate data	2

Correction of Noncompliance
Indicators 11 and 12

If compliance rate for preschool or school-age students is below 100%, provide one or two on-line assurances within 12-months of notification of noncompliance:

- After data are certified, VR11 and VR12 reports may display a list of students that were counted as "not in compliance" for whom there was no date for CPSE/CSE meetings to discuss eligibility (Indicator 11) or no IEP implementation date (Indicator 12). Districts must complete the template (if displayed) and maintain in district files. These data are not sent through SIRS). **After template is complete, submit an assurance of correction of individual student noncompliance.**

- After documentation of 100% compliance is achieved, **submit a second on-line assurance of correction of systemic noncompliance**. Maintain data for a period of three months between September and June to document that all students for whom a consent to evaluate was received were evaluated within timelines (Indicator 11) or for all students who were referred from EI had their IEP implemented by the third birthday (Indicator 12). This documentation is not submitted to the State, but must be available upon request.

VR-14 Parentally Placed Students with Disabilities in Nonpublic Schools Report

**Evaluation of School-Age Students with Disabilities to Determine Eligibility
for Special Education Services
for Students who are Parentally Placed in Nonpublic Schools
Located in the School District
(2010-11 School Year)**

Line Number	Program/Services	A
		Number of Students
01	Number of school age parentally placed students in nonpublic elementary and secondary schools located in the school district referred to the CSE for determination of eligibility for special education during the 2010-11 school year.	
02	Of the students in Line 01, the number for whom parents provided consent to evaluate.	
03	Of the students reported in Line 02, the number of students who were determined to be eligible for special education services.	
04	Of the students reported in Line 03, the number of students whose IEP was implemented.	

Special Education Events Template
Seven Data Elements
1. Event Type Code (Appendix 16 of SIRS Manual): Report at End Of Year
Each event that occurs in the following four chains of events has a code as follows:

1. Referral of preschool student for special education eligibility determination	
CPSE01	Initial referral to CPSE
CPSE02	Parental consent to evaluate
CPSE03	CPSE meeting at which evaluation results are discussed (all evaluations are completed)

2. Referral of School age student for special education eligibility determination	
CSE01	Initial referral to CSE
CSE02	Parental consent to evaluate
CSE03	CSE meeting at which evaluation results are discussed (all evaluations are completed)

3. Transition of children from IDEA, Part C (Early Intervention) to IDEA, Part B (preschool)	
EI01	Initial referral to CPSE
EI02	Parental consent to evaluate
EI03	CPSE meeting to determine eligibility (all evaluations are completed)
EI04	Full IEP implementation

4. Evaluation of parentally placed students for determination of eligibility and provision of special education services	
CSENP01	Initial referral to CSE
CSENP02	Parental consent to evaluate
CSENP03	CSE meeting to discuss evaluation results (all evaluations are completed)
CSENP04	Full Implementation of IEP or IESP or SP

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Special Education Events Template

2. Event Date: Report at End Of Year. Report date of each event type code

3. Initial Event Type Code: Report at End Of Year.
Provide the event type code for the first event in the chain of events being reported for the student. The initial event type codes are all codes for initial referral to the CPSE or CSE (EI01 or CPSE01 or CSE01 or CSENP01). The initial event type code is not required when there is only one event type code being submitted for a student. The initial event type code is to be submitted with all records after the initial referral event type code record is submitted.

4. Initial Event Date: Report at End Of Year
Provide the date associated with the Initial Event Type Code.

5. Event Outcome Code: Report at End Of Year
Indicate "Y" if student was determined eligible, "N" if student was determined not eligible for special education or "U" if student's eligibility was undetermined or if the committee did not meet by August 31, 2011. This information is to be provided with the initial referral event type record.

Special Education Events Template

6. Number of Days: Report at End Of Year. Report with the initial referral event type record for the following three chains:

Referral of preschool student for special education eligibility determination:
Number of **school days** between CPSE02 (consent) and CPSE03 (CPSE meeting). (count the date on which consent to evaluate is received as day 1)

If no CPSE03, report number of school days between CPSE02 and August 31, 2011.

Referral of school age student for special education eligibility determination:
Number of **calendar days** between CSE02 (consent) and CSE03 (CSE meeting). (count the date on which consent to evaluate is received as day 1)

If no CSE03, report number of calendar days between CSE02 and August 31, 2011.

Transition of children from IDEA, Part C (Early Intervention) to IDEA, Part B (preschool):

NOT eligible- number of **calendar days** EI03 (meeting) is after child's third birthday. (If no EI03, report number of calendar days August 31, 2011 is after child's third birthday.)

Undetermined ("U") - number of **calendar days** that August 31, 2011 is after child's third birthday.

IS eligible - number of **calendar days** that EI04 (IEP implemented) is past child's third birthday. Report "0" if EI04 is not past 3rd birthday. If there is no EI04 and the <u>Event Outcome Code</u> is "Yes", report the number of **calendar days** that August 31, 2011 is past child's third birthday.

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6. Number of Days: Continued

Number of Days During School Year and During Summer

- When counting "school days" (for preschool children for Indicator 11) during the school year (September-June), count each day that school is in session. Count "business days" outside of the school year. For example, if school begins on September 8 and ends on June 23, school is "not in session" from September 1-7 or between June 24-30. The days in July and August are counted as "business days". Business days are Monday through Friday, excluding legal Holidays.

Indicator 12

- If child's third birthday is **on August 31, 2011** and CPSE meeting has not occurred or the IEP is not implemented, the "Number of Days" that August 31, 2011 is past the child's third birthday must be reported as "1" and a reason for the delay must be provided.

Special Education Events Template

7. Noncompliance Reason (Reason Code): Report at End Of Year. Report with the initial referral event type record for the following three chains:

Referral of preschool student for special education eligibility determination
If Number of Days is **more than 30 school days**;

Referral of School age student for special education eligibility determination
If Number of Days is **more than 60 calendar days**;

Transition of children from IDEA, Part C (Early Intervention) to IDEA, Part B (preschool)
IS Eligible, NOT Eligible or U -- If Number of Days is **1 or more calendar days** past the child's third birthday.

Special Education Events Template
Noncompliance Reason (Reason Code)- Appendix 17 of SIRS Manual: Continued

Reasons for delays in evaluation of **preschool students** **"C"** indicates the reason is in compliance with State requirements, "NC" indicates the reason is **not** in compliance with State requirements.

CPSER01	Parents withdrew referral or consent to evaluate (C)
CPSER02	Student moved out of the district (C)
CPSER03	Student died (C)
CPSER04	An approved evaluator was not available to provide a timely evaluation (NC)
CPSER05	Delays in making contact with parents to schedule the evaluation (There is documentation of repeated attempts to make contact (C)
CPSER06	Parents cancelled the scheduled evaluation and/or selected another approved evaluator (C)
CPSER07	Parents refused or repeatedly did not make the child available for the evaluation (C)
CPSER08	Evaluator delays in completing the evaluation (NC)
CPSER09	Student transferred to this school district after the evaluation period began and the parent and school district agreed in writing to an extended time period. (C)
CPSER10	Delays in scheduling CPSE meetings (NC)

Special Education Events Template

Noncompliance Reason (Reason Code): Appendix 17 of SIRS Manual -Continued

Reasons for delays in evaluation of **school-age students** "C" indicates reason is in compliance with State requirements. "NC" indicates reason is **not** in compliance with State requirements.

CSER01	Parents withdrew referral or consent to evaluate (C)
CSER02	Student moved out of the district (C)
CSER03	Student died (C)
CSER04	Evaluator was not available to provide a timely evaluation (NC)
CSER05	Delays in making contact with parents to schedule the evaluation (There is documentation of repeated attempts to make contact (C)
CSER06	Parents refused or repeatedly did not make the child available for the evaluation (C)
CSER07	Evaluator delays in completing the evaluation (NC)
CSER08	Student transferred to this school district after the evaluation period began and the parent and school district agreed in writing to an extended time period. (C)
CSER09	Delays in scheduling CSE meetings (NC)
CSER10	The evaluation was completed and a CSE meeting to discuss evaluation results was scheduled to occur within 60 calendar days from date of written parent consent to evaluate the student, but postponed due to documented request by the parents **or emergency school closing** (C)

Special Education Events Template
Noncompliance Reason (Reason Code): Appendix 17 of SIRS Manual -Continued

Reasons for delays in determining eligibility for preschool special education of children transitioning from IDEA, Part C (Early Intervention) to IDEA, Part B (preschool).

EIR01	Parents withdrew referral or consent to evaluate (C)
EIR02	Student moved out of the district (C)
EIR03	Student died (C)
EIR04	Parent provided consent to evaluate less than 30 school days prior to child's third birthday (C)
EIR05	Evaluator was not available to provide a timely evaluation (NC)
EIR06	Delays in making contact with parents to schedule the evaluation (There is documentation of repeated attempts to make contact (C)
EIR07	Parents cancelled the scheduled evaluation and/or selected another approved evaluator (C)
EIR08	Parents refused or repeatedly did not make the child available for the evaluation (C)
EIR09	Additional evaluations were requested (NC)
EIR10	Evaluator delays in completing the evaluation (NC)

Continued on next slide

Special Education Events Template
Noncompliance Reason (Reason Code): Appendix 17 of SIRS Manual -Continued

EIR11	Student transferred to this school district after the evaluation period began and the parent and school district agreed in writing to an extended time period (C)
EIR12	Delays in scheduling CPSE meetings (NC)
EIR13	Parents chose to continue their student in Early Intervention Program (EIP) and transition to preschool special education after the child became three years of age (C)
EIR14	Parents did not provide consent for services (C)
EIR15	The recommended Part B program and/or services were not available when the child turned three years of age (NC)
EIR16	The Board of Education of school district arranged for the full implementation of the child's IEP, within 30 school days of the CPSE recommendation, however, the program's starting date and/or days of operation were after the child's 3rd birthday. (C)
EIR17*	The date of referral **to** Early Intervention was less than 90 days before the child's third birthday . (C)

Criteria for Students to be Included in the VR11 Report

- Enrollment record between July 1, 2010 and June 30, 2011 with reason for beginning enrollment code 4034 or 5905 or 0011 or 5544 or 5654 or 7000 or 7011; **and**

- Building of Enrollment code is a valid code in SEDREF; **and**

- **Any of the following special education event records are submitted:**
  Chain 1:
  CPSE01- receipt of initial referral by the CPSE for children age 2-4 (age as of October 6, 2010)

  CPSE02- receipt of written parent consent to evaluate the child is between July 1, 2010 and June 30, 2011.

  CPSE03- CPSE meeting to discuss evaluation results

  Chain 2:
  CSE01- receipt of initial referral by the CSE for students age 4-21 (age as of October 6, 2010)

  CSE02- receipt of written parent consent to evaluate the student is received between July 1, 2010 and June 30, 2011.

  CSE03- CSE meeting to discuss evaluation results

Criteria for Students to be Included in the VR12 Report

- Enrollment record between July 1, 2010 and June 30, 2011 with reason for beginning enrollment code 4034; **and**

- Building of Enrollment code is a valid code in SEDREF; **and**

- **Any of the following Special Education Event records are submitted:**
  EI01 - receipt of initial referral from Part C to evaluate the child for preschool special education eligibility (between 07/1/10 and 6/30/11)
  EI02 - receipt of written parent consent to evaluate the child (all events after 08/31/11 are ignored)
  EI03 - CPSE meeting to determine eligibility (all events after 08/31/11 are ignored)
  EI04 - full IEP implementation (all events after 08/31/11 are ignored)

Criteria for Students to be Included in the VR14 Report

- Enrollment record between July 1, 2010 and June 30, 2011 with reason for beginning enrollment code 5905; **and**

- Building of Enrollment code is a valid code in SEDREF; **and**

- **Any of the following Special Education Event records are submitted:**

  CSENP01- receipt of initial referral of a parentally placed school-age student in a nonpublic school between July 1, 2010 and June 30, 2011.

  CSENP02 - receipt of written parent consent to evaluate the student

  CSENP03 - CSE meeting to discuss evaluation results

  CSENP04 - IEP or IESP or SP implementation

2010-11 Final Special Education Data Collection Due Dates

Due Dates for Date submitted through the PD Data System:
- PD-6: Due on February 1, 2011
- PD-8: Due on August 5, 2011

Due Dates for Other forms:
- SEDCAR-1: Due from approved special education programs to school districts by November 29, 2010
- SEDCAR-2: Due from Article 81 schools to designated LEA and to the State by November 29, 2010

Due Dates for Self-Review Monitoring Protocols:
- Secondary Transition- Review of IEPs (by school districts assigned to submit on State Performance Plan Indicator 13: Due on August 31, 2011.
- School districts identified for the following SPP Indicators complete the corresponding Self-Review Monitoring Protocol by the due date identified in the notification:
  - 4 (high suspension rate and disproportionality in suspensions)- due May 31, 2011.
  - 9 (disproportionality in special education) – due October 15, 2011.
  - 10 (disproportionality in specific disability or particular placement) - due October 15, 2011.

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2010-11 Final Special Education Data Collection Due Dates - Continued

Special Education October 6, 2010 Snapshot:
• Verification and reasonability check period: October 13, 2010 to January 12, 2011
• Data are frozen for certification on January 12, 2011.
• Signature of superintendent is required on CAF.

Reasons for ending disability, enrollment, type of credential and postgraduate plans:
• Verification and reasonability check period: **June 1, 2011 to August 3, 2011**
• Data are frozen for certification on **August 3, 2011**.

End of Year Data on Preschool Services, Preschool Outcomes and Special Education Events*:
• Verification and reasonability check period: **June 1, 2011 to November 2, 2011**
• Data are frozen for certification on November 2, 2011.

*All enrollment, demographic and disability program services records needed to submit data on preschool services, preschool outcomes and Special Education Events must be submitted by JULY 29, 2011.

Special Education Data- Certification Process

<u>On the due date</u>, two certification options will appear:

- I certify that the data are complete and accurate. If this option is selected, there will not be any more "refreshes" from L2.
- I cannot certify that my data are complete and accurate.
  I must make any remaining changes in SIRS to report complete and accurate data; The PD Data System **will not** be refreshed to display additional changes; and Submission of complete and accurate data within State established timelines is a federal compliance requirement (IDEA, section 613(a)(7); section 618(a); 34 CFR sections 300.640 to 300.644).

<u>Data will be frozen</u> until one of the two certification options
 is selected.

If the district's data are <u>not complete and accurate</u>:

- District may submit an appeal for another refresh of data. The only basis for an appeal is that there was a data systems issue at the RIC or SED level that caused missing or inaccurate data. If the appeal is granted there will be a last refresh of data on January 26, 2011.

Anticipated Changes to Special Education Data Collection for 2011-12 School Year

Least Restrictive Environment Codes for Preschool and School-age Students ages 3-5: See 2010-11 SIRS Manual, Appendix 21 (anticipated changes for the 2011-12 school year). Also see message and attachment related to these changes sent on December 8, 2010 and posted at:

http://www.p12.nysed.gov/sedcar/memos/newLREsettingsfor2010-11.html

Changes Are as Follows

A new set of LRE codes and descriptions for preschool students who are ages 3-4 (age as of October 5, 2011).

Code	Description
PS09	Attending a regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in the regular early childhood program.
PS10	Attending a regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in some other location.
PS11	Attending a regular early childhood program for fewer than 10 hours a week and receiving the majority of hours of special education and related services in the regular early childhood program.
PS12	Attending a regular early childhood program for fewer than 10 hours a week and receiving the majority of hours of special education and related services in some other location.
PS04	Separate Classroom
PS05	Separate School
PS06	Residential Facility
PS07	Home
PS08	Service Provider Location or other location that is not in any other category.

Changes Are as Follows- Continued

A new set of LRE codes and descriptions for School-age students who are ages 4-5 (age as of October 5, 2011).

Code	Description
ESA01	Parentally placed in a nonpublic elementary school and receiving majority of hours of special education and related services in the regular classroom.
ESA02	Parentally placed in a nonpublic elementary school and receiving majority of hours of special education and related services in some other location.
ESA03	Parentally placed in a nonpublic elementary school and NOT receiving publicly funded special education and related services.
ESA09	Attending a kindergarten, 1st grade, or other regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in these classrooms.
ESA10	Attending a kindergarten, 1st grade, or other regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in some other location.
ESA11	Attending a kindergarten, 1st grade, or other regular early childhood program for fewer than 10 hours a week and receiving the majority of hours of special education and related services in these classrooms.
ESA12	Attending a kindergarten, 1st grade, or other regular early childhood program for fewer than 10 hours a week and receiving the majority of hours of special education and related services in some other location.
ESA04	Separate Classroom
ESA05	Separate School
ESA06	Residential Facility
ESA07	Home
ESA08	Service Provider Location or other location that is not in any other category.

LRE for Preschool Students with Disabilities in 2011-12 School Year

- New codes for preschool students who are ages 3-4:
  - Distinguish between students who attend a regular early childhood program for 10 or more hours or less than 10 hours
    - Further distinguish between those who receive majority of hours of special education and related services in the regular early childhood program or in some other location.
    - Select from codes PS09, PS-10, PS11, PS12

LRE for Preschool Students with Disabilities in 2011-12 School Year- Continued

– Those students who do not attend a regular early childhood program but do attend a special education program are reported in:

- Separate Classroom (Code PS04)
- Separate School (Code PS05)
- Residential Facility (Code PS06)

– Students who neither attend a regular early childhood program nor a special education program are reported as receiving special education and related services at:

- Home (Code PS07)
- Service Provider Location (Code PS08)

LRE for School-age Students with Disabilities (Ages 4-5) in 2011-12 School Year

- LRE Settings for School-age students with disabilities ages 4-5:
  - Identify parentally placed students in nonpublic elementary schools receiving special education and related services. (It is assumed that students attend these programs for 10 or more hours per week.)
    - Distinguish between student who receive majority of hours of special education and related services in the regular classroom or in some other location.
    - Use codes ESA01, ESA02
  - Identify parentally placed students in nonpublic elementary schools NOT receiving special education and related services. Use code ESA03

LRE for School-age Students with Disabilities (Ages 4-5) in 2011-12 School Year - Continued

- Identify students in kindergarten, 1st grade, or in other regular early childhood program.
  - Distinguish between students attending such programs for 10 or more hours and for less than 10 hours.
    - Further distinguish between students receiving majority of hours of special education and related services in such programs or in some other location.
    - Select from codes ESA09, ESA10, ESA11, ESA12
- Students who do not attend a kindergarten, 1st grade, or some other regular early childhood program but attend a special education program are reported in:
  - Separate Class (Code ESA04)
  - Separate School (Code ESA05)
  - Residential Facility (Code ESA06)

LRE for School-age Students with Disabilities (Ages 4-5) in 2011-12 School Year - Continued

– students who are neither in a regular kindergarten, 1st grade, regular early childhood setting nor in a special education program are reported as receiving special education and related services at:

- Home (Code ESA07)
- Service Provider Location (Code ESA08)

LRE Codes for School Age Students (Ages 6-21)

- LRE codes for school-age students are the same as in previous years. Codes SA01 through SA10.

  – These codes are to be only used for students with disabilities who are ages 6-21 (age as of October 5, 2011).

Vendor Readiness for 2011-12

- Software changes to accommodate new LRE categories should be ready by spring 2011.

  - This is to ensure school districts understand the new LRE categories for the 2011-12 school year and have them available for use when they do their annual reviews of IEPs.

- Questions regarding changes in LRE settings, send to: dataquest@mail.nysed.gov