

Special Education Data Collection in 2009-10 School Year

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Information Reporting Services
Strategic Evaluation 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.emsc.nysed.gov/irts/nystart/tips.html#contax>.

SEDCAR has merged with IRS. Homepage: <http://www.emsc.nysed.gov/sedcar/>

- Link to SIRS Manual : <http://www.emsc.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.vesid.nysed.gov/specialed/spp/home.html>

Special Education School District Data Profiles are posted at

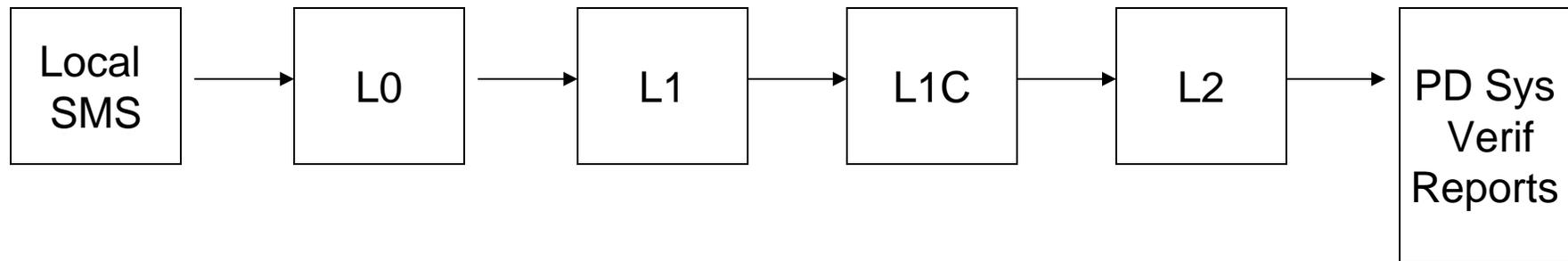
<http://eservices.nysed.gov/sepuprep/>

Call or e-mail SEDCAR : Dataquest@mail.nysed.gov (Vesidcar@mail.nysed.gov) will be redirected)

(518) 486-4678

(518) 474-7965

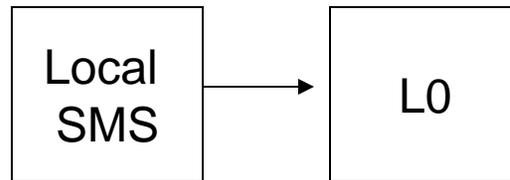
Overview of Special Education Data Collection Through SIRS



The data flow

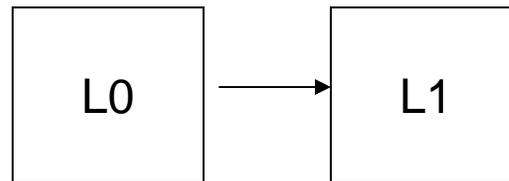
- Local Student Management Systems – **accurate data**
- L0: enter data into repository through RIC interface
- L1: repository data maintained at RIC or large city
- L1C: Repository data ready for migration to State repository
- L2: Statewide data repository
- PD System displays data in verification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

Local Student Management Systems to Level 0



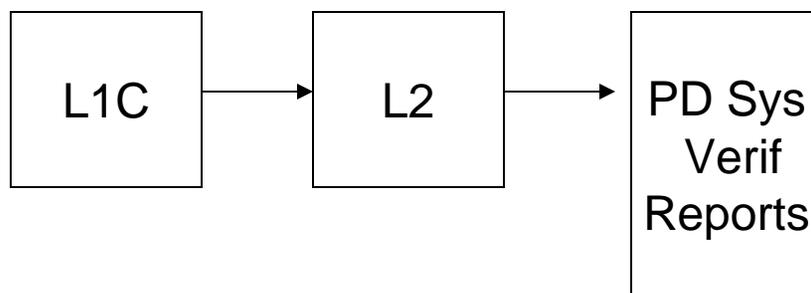
- Continuous, **on-going collaboration** between district data coordinator and special education staff.
 - In which SMS is each required data element maintained (special education and/or in general education)?
 - Who is responsible for maintaining **accuracy of each data element**?
 - **Training** for all levels of local student management system staff.
 - Continuous updating of student records (**start early**)

Level 0 to Level 1



- Request training through your RIC
 - Understand all processes, procedures and timelines
 - Correct identified errors in a timely manner
- 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



- 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 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 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 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 (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 provided with 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 some districts) requires “5753” Program Service records for 2007-08, 2008-09 and 2009-10 school years. This means historical data corrections for 2007-08 and 2008-09.
- 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 Pre-k or UPK program, 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 no approved preschool special education service provider is involved, and the county is providing special education service 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 school does not have a BEDS code, district applies to request a program code by writing to SEDREF@mail.nysed.gov. Do this as early as possible.

- **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 students with disabilities in nonpublic schools, 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 for the following students. Report enrollment code 5905 if 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 2009-10 School Year are Collected in Three Parts:

1. October 7, 2009 (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 2007-08, 2008-09 and 2009-10 school years

- **Displayed and certified in VR16 Report (only for some districts)**

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 7, 2009 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 7, 2009.
- 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 7, 2009 Special Education Snapshot - Continued

1. Primary Service Code- for preschool students with disabilities only. **This data element is required for the October 7, 2009 special education snapshot and 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 7, 2009 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 “coordinating service provider”. This is the institution code for the coordinating service provider. **This data element is required with the October 7 special education snapshot and 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 (residential or day or court). **This data element is required with the October 7 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 7, 2009 Special Education Snapshot - Continued

4. Primary Setting Code (Least Restrictive Environment Code): for preschool and school age students with disabilities **This data element is required with the October 7 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 than 40% of the time
PS04	Separate Classroom
PS05	Separate School
PS06	Residential Facility
PS07	Home
PS08	Service Provider Location

- **See Appendix 15 of 2009-10 SIRS Manual for definitions and guidance on selecting an appropriate least restrictive environment code for each student.**

Part 1: October 7, 2009 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 school located in this district and receiving special education services
SA09	Parentally placed in a nonpublic school located in this district and not receiving publicly funded special education services.
SA10	Home Schooled at parent's choice

- **See Appendix 15 of 2009-10 SIRS Manual for definitions and guidance on selecting an appropriate least restrictive environment code for each student.**

Part 1: October 7, 2009 Special Education Snapshot - Continued

5. Snapshot Dates:

- October 7, 2009 (2009-10-07)
or
- End-Of-Year (2009-07-01)

6. School Aged Indicator:

- Y for school age student, otherwise N.

This data element is required with the October 7 special education snapshot.

Part 1: October 7, 2009 Special Education Snapshot - Continued

The following reports display preschool children:

- VR1 - Preschool Child Count Report by Race/Ethnicity
- VR4 - Preschool LRE Setting Report
- VR6 - District Report of Preschool Students by Primary Service Provider
- VR7 - Provider Report of Preschool Students

VR 1: Preschool Child Count Report by Race/Ethnicity Preschool Children Receiving Special Education Services as of October 7, 2009

GET READY for Change in Reporting Race/Ethnicity information in 2010-11 School Year. See guidance posted at

<http://www.emsc.nysed.gov/irts/sirs/2010-11/sirschanges2010-11.html>

Preschool Students with Disabilities Receiving Special Education Services on October 7, 2009 (Age is as of October 7, 2009)	American Indian/Alaskan Native	Asian/Pacific Islander	Black (not of Hispanic Origin)	Hispanic or Latino	White (not of Hispanic Origin)	Multi-Racial	Total of Race	Race Total 2008	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.

VR 4: Preschool LRE Setting Report

Educational Environment <i>See Appendix 15 of SIRS Manual for explanation of how to determine appropriate setting.</i>		Age 3	Age 4	Total 3-4	Total 3-4 (08-09)	Reason ability	By Gender	By LRE	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: District Report of Preschool Children by Primary Service Provider

	<i>Primary Service Provider BEDS Code and Name</i>	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: _____

<i>BEDS Code and Name of School District Reporting Preschool Children with Disabilities</i>		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.

Preschool Students with Disabilities Receiving Special Education Programs and Services as of October 7, 2009 (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 7, 2009; **and**
 - A disability *Programs Fact* record with code 5786 (preschool student with a disability) active on October 7, 2009; **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 7, 2009
 - 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 7, 2009 (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 7, 2009.
 - Preschool student with a disability older than Age 4 on October 7, 2009

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

Part 1: October 7, 2009 Special Education Snapshot - Continued

The following reports display school-age children:

- VR2 - School Age Child Count by Age and Disability
- VR3 - School Age Students by Disability and Race/Ethnicity
- VR5 - School Age LRE Setting Report
- VR8 - District Report of School Age Students by Building
Where Enrolled
- VR9 - Provider Report of School Age Students

VR 2: School Age Child Count by Age and Disability

Disability		Age as of October 7, 2009																		
		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 09-10	Total 08-09	Reasonability
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

		American Indian / Alaska Native	Asian / Pacific Islander	Black (not of Hispanic origin)	Hispanic or Latino	White (not of Hispanic origin)	Multi-Racial	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							
15	Total 10/1/2008							
16	Reasonability Check	*	*	*	*	*	*	

*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 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 10/7/09	Total 10/1/08	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 10/7/09	Total 10/1/08	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.

**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 10/7/09	Total 10/1/08	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.

**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 this district and how many are in each “building of enrollment” *

Time Inside Regular Classroom		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
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 numbers of students from all CSEs and from each CSE*

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 7, 2009 is between 4 and 21 ; **and**
 - A disability *Programs Fact* record with a school-age disability code that is
 - active on October 7, 2009; **and**
 - A *Special Education Snapshot* record with **all of the following data elements:**
 - Snapshot Date of October 7, 2009
 - 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 7, 2009.

School-Age Students with Disabilities Receiving Special Education Programs and Services as of October 7, 2009

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 - No Special Education Snapshot record (School Age).
 - Active enrollment record - Special Education Snapshot record exists - No disability Programs Fact record.
 - Special Education Snapshot record exists – No active enrollment record.
 - School age student Age 3 or younger (age as of on October 7, 2009).
 - School age student Age 21 or older on September 1 unless enrollment ends before September 1(age as of October 7, 2009).

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 has been revised compared to the previous school year.

- **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.

- **Section C**

- School-age students (ages 14-21) accountability responsibility - 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.**

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. <i>Note: documentation of transfer is not required for preschool students with disabilities</i>
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)

Code	Reason
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 <i>(Note: use this code for students who are not yet of compulsory school age and who are withdrawn by their parents. These students will not be considered dropouts)</i>
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 special education status determined or determination 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

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- 9 th grade - July 1 2001	813
Regents w/o Honors -9 th grade after July 1 2001	779
Regents w/o Honors-with CTE Endorsement-9 th 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 2009-10 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 2009-10 SIRS Manual.**

VR-10 Section A, Report 1: Report of Preschool Children with Disabilities
Declassified* Between Ages 3-5
 July 1, 2009 to June 30, 2010

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, 2009 to June 30, 2010**

Disability (12 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, 2009 to June 30, 2010 by Disability, Race/Ethnicity, Gender, LEP Status
(Reports 1-15B)**

		Age as of October 7, 2009											
		14	15	16	17	18	19	20	21	Total 09-10	Total 08-09	Discrepancy (09-10 and 08-09)	
1	Regents Diploma												*
2	Local Diploma	This report will display all students ages 14-21 for whom district has accountability responsibility.										*	
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 50 changes in policy, practices, district trends, etc.

VR-10 Section B, Report 15A: Report of Students with Disabilities (Ages 14-21) Exiting Special Education July 1, 2009 to June 30, 2010 by Race/Ethnicity

Basis of Exit		American Indian/Alaska Native	Asian/Pacific Islander	Black (not of Hispanic origin)	Hispanic or Latino	White (not of Hispanic origin)	Multi-Racial (not of Hispanic origin)	Total of Race
1	Regents Diploma							
2	Local Diploma		This report will display all students (ages 14-21) for whom district has accountability responsibility.					
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							

VR-10 Section B, Report 15B: Report of Students with Disabilities Exiting Special Education July 1, 2009 to June 30, 2010 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		This report will display all students (ages 14-21) for whom district has accountability responsibility.				
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						

VR-10 Section C: Report of Students with Disabilities Exiting Special Education
July 1, 2009 to June 30, 2010
Postgraduate Plans
 (Report for all High School Completers)

Basis of Exit	Number to Postsecondary Education			Employment* Seek	Military Service	Adult Services	Other	Unknown	Total
	4-Year College	2-Year College	Other Post- Secondary School						
Regents Diploma									
Local Diploma			This report will display all students (ages 14-21) for whom district has accountability responsibility.						
HSE Diploma (Also referred to as GED Diploma)									
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 2009-10 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.emsc.nysed.gov/sedcar/forms/vr/0910/html/verif16list.htm>

Part 2: End-of-Year Data

VR-16 -- Continued

- Only school-age students without disabilities (under IDEA) may receive CEIS.
- 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.
- Students with multiple CEIS program service codes will appear only once according to the latest dates.
- A student may be 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

Description of Data	School Year (July 1 to June 30)		
	2007-08	2008-09	2009-10
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 2009-10 school year who received CEIS for any length of time during the preceding two years (including any portion of the 2009-10 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 2009-10 school year** (July 1, 2009 to June 30, 2010)
 - Include children who received preschool special education services in July and August 2009 and school age services in September 2009.
 - Include children who started preschool special education services on or after the October 7, 2009 special education snapshot date.

VR-13 Report of Preschool Special Education Programs and Services Provided any Time During the 2009-10 School Year (July 1, 2009- June 30, 2010)

Age is as of October 7, 2009

Program/Placement	Age 2	Age 3	Age 4	Age 5	Total (09-10)	Total (08-09)	Discrepancy (09-10 and 08-09)
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. 58

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**
- Some overlap between enrollment time period and beginning and ending dates of preschool disability record; **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 (last special education service provider or coordinating service provider)
 - Snapshot Date of July 1, 2009

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 2009-10 school year. See schedule of the school year in which districts must report data for this indicator at:
<http://www.emsc.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, 2009 and June 30, 2010.
- **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.

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, 2009 and June 30, 2010; **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)	C	C	C	C	D	D
		B (yes)						
	2	A (no)	B	C	C	C	D	D
		B (yes)						
	3	A (no)	A (no)	B	C	C	D	D
		B (yes)	B (yes)					
	4	A (no)	A (no)	A (no)	B	C	D	D
		B (yes)	B (yes)	B (yes)				
	5	A (no)	A (no)	A (no)	A (no)	B	D	D
		B (yes)	B (yes)	B (yes)	B (yes)			
	6	A (no)	A (no)	A (no)	A (no)	A (no)	E	E
		B (yes)	B (yes)	B (yes)	B (yes)	B (yes)		
	7	A (no)	A (no)	A (no)	A (no)	A (no)	E	E
		B (yes)	B (yes)	B (yes)	B (yes)	B (yes)		

Verification Report 15: Preschool Outcomes Report for 2009-10

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						64

Verification Report 15: Preschool Outcomes Report for 2009-10 – Cont.

Table 5: Summary Statements for Each Preschool Outcome Area

Preschool Outcome Area	Summary Statement 1	Summary Statement 2
	<p>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.</p> $C+D/(A+B+C+D) *100$	<p>The percent of children who were functioning within age expectations by the time they exited the program.</p> $(D+E)/(A+B+C+D+E) * 100$
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, 2010**

VR11-Initial Evaluation for Special Education Eligibility

- **Referral of preschool children for special education eligibility determination:**
 - Reported by school districts assigned Indicator 11 for 2009-10.
 - Report on all preschool children for whom consent to evaluate is received between July 1, 2009 and June 30, 2010 (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 2009-10.
 - Report on all school age students for whom parent consent to evaluate is received between July 1, 2009 and June 30, 2010 (include parentally placed students in nonpublic 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 2009-10.
 - Report on all children referred from Part C (EI), prior to age 3, between July 1, 2009 and June 30, 2010.

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, 2009 and June 30, 2010.

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, 2009 to June 30, 2010).	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	68

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 69

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.
- **NO RESUBMISSIONS WILL BE REQUIRED**

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
(2009-10 School Year)**

<i>Line Number</i>	<i>Program/Services</i>	A
		<i>Number of Students</i>
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 2009-10 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

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, 2010. 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, 2010.

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, 2010.

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, 2010 is after child's third birthday.)

Undetermined ("U") - number of **calendar days** that August 31, 2010 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 Event Outcome Code is "Yes", report the number of **calendar days** that August 31, 2010 is past child's third birthday.

Special Education Events Template

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, 2010** and CPSE meeting has not occurred or the IEP is not implemented, the “Number of Days” that August 31, 2010 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 ⁷⁸ 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 <u>to</u> Early Intervention was less than 90 days before the child's third birthday . (C)

* SED-DOH- is discussing best way for this information to be shared with school districts.

Criteria for Students to be Included in the VR11 Report

- Enrollment record between July 1, 2009 and June 30, 2010 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 7, 2009)

CPSE02- receipt of written parent consent to evaluate the child is between July 1, 2009 and June 30, 2010.

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 7, 2009)

CSE02- receipt of written parent consent to evaluate the student is received between July 1, 2009 and June 30, 2010.

CSE03- CSE meeting to discuss evaluation results

Criteria for Students to be Included in the VR12 Report

- Enrollment record between July 1, 2009 and June 30, 2010 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 07/1/09 and 6/30/10)
 - EI02 - receipt of written parent consent to evaluate the child (all events after 08/31/10 are ignored)
 - EI03 - CPSE meeting to determine eligibility (all events after 08/31/10 are ignored)
 - EI04 - full IEP implementation (all events after 08/31/10 are ignored)

Criteria for Students to be Included in the VR14 Report

- Enrollment record between July 1, 2009 and June 30, 2010 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, 2009 and June 30, 2010.
 - CSENP02 - receipt of written parent consent to evaluate the student
 - CSENP03 - CSE meeting to discuss evaluation results
 - CSENP04 - IEP or IESP or SP implementation

2009-10 Final Special Education Data Collection Due Dates

Due Dates for Data submitted through the PD Data System:

- PD-6: Due on February 1, 2010
- PD-8: Due on August 6, 2010

Due Dates for Other forms:

- SEDCAR-1: Due from approved special education programs to school districts by November 27, 2009
- SEDCAR-2: Due from Article 81 schools to designated LEA and to the State by November 27, 2009

Due Dates for Self-Review Monitoring Protocols:

- Secondary Transition- Review of IEPs (by school districts assigned to submit or re-submit data on State Performance Plan Indicator 13: Due on August 31, 2010 .
- School districts identified for the following SPP Indicators (based on 2009-10 data) complete the corresponding Self-Review Monitoring Protocol by the due date identified in the notification:
 - 4 (high suspension rate and disproportionality in suspensions)
 - 9 (disproportionality in special education)
 - 10 (disproportionality in specific disability or particular placement)

2009-10 **Final** Special Education Data Collection Due Dates - Continued

Special Education **October 7, 2009 Snapshot:**

- Verification and reasonability check period: October 14, 2009 to January 13, 2010
- Data are frozen for certification on January 13, 2010.
- 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, 2010 to August 4, 2010**
- Data are frozen for certification on **August 4, 2010**.

End of Year Data on Preschool Services, Preschool Outcomes and Special Education Events*:

- Verification and reasonability check period: **June 1, 2010 to November 3, 2010**
- Data are frozen for certification on November 3, 2010.

***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 30, 2010.**

Special Education Data- Certification Process

On the due date, 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.
- The data are not complete and accurate but I understand the due date has passed and the State will use these data for any State and federal reports.

Data will be frozen until one of the two certification options is selected.

If the district's data are not complete and accurate:

- Submit an explanation from the superintendent as to why the district could not comply with the due date (use required template).
- Continue to work with the RIC to correct data ASAP.
- Possible SEQA involvement - correction of noncompliance.

Anticipated Changes to Special Education Data Collection for 2010-11 School Year

PD-8: Suspensions of Students with Disabilities

- Same aggregate data will be collected in 2010-11 as in 2009-10 school year, however, students must be reported according to the following race/ethnicity categories:
 - Hispanic/Latino*
 - African American**
 - Asian**
 - Native Hawaiian or Other Pacific Islander**
 - American Indian or Alaska Native**
 - White**
 - Two or More Races**
- * In SIRS each Hispanic/Latino student is also reported by one or more of the race categories.
- ** Does not include persons of Hispanic/Latino ethnicity.

Anticipated Changes to Special Education Data Collection for 2010-11 School Year

PD-8: Continued

- Report students in the above aggregate race/ethnicity categories based on how they are reported in SIRS.
- See guidance materials on how to report race/ethnicity in SIRS in 2010-11 school year posted at:
<http://www.emsc.nysed.gov/irts/sirs/2010-11/sirschanges2010-11.html>