

**Preschool Primary Service Code
(Field #31 in Special Education Snapshot Template):**

Code	Description
SVC01	Related services only
SVC02	Special Education Itinerant Teacher (SEIT) only
SVC03	Related services and SEIT services
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 up to 3 hours) Special Class program in integrated setting
SVC07	Full-day (more than 2.5 up to 3 hours) Special Class program in segregated setting
SVC08	Full-day (more than 3 up to 4 hours) Special Class program in integrated setting
SVC09	Full-day (more than 3 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

**Preschool and School-Age Students with Disabilities
Least Restrictive Environment Codes**

**PRIMARY SETTING CODES (Field #44 in Special Education Snapshot Template)
(See definition of these settings)**

Preschool Settings:

Code	Description
PS04	Separate Class
PS05	Separate School
PS06	Residential Facility
PS07	Home
PS08	Service Provider Location or some other location that is not in any other code
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 less 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 less than 10 hours a week and receiving the majority of hours of special education and related services in some other location
<p>* "Regular early childhood program" means a program that includes at least 50 percent nondisabled preschool children. These include, but are not limited to: Private preschools or nursery schools, Head Start, Group child development center or child care (includes day care centers), Preschool classrooms open to an eligible prekindergarten population by the public school system (universal pre-k programs), and Special class in an integrated setting, for children with and without disabilities. "Majority of hours" means at least 50 percent of the hours a student spends receiving special education and related services during the week.</p>	

**Directions for Reporting PRESCHOOL Students with Disabilities in the
Least Restrictive Environment (LRE) Setting
(codes PS04 through PS12)**

The LRE codes for preschool students with disabilities distinguish between preschool students:

- participating in regular early childhood programs (PS09 through PS12);
- in special education programs (PS04 through PS06); or
- in neither a regular early childhood program nor a special education program (PS07-home and PS08-service provider location or some other location that is not in any other category).

The reporting codes describe the environment in which students who are in regular early childhood programs receive the majority of hours of their special education and related services during the week. Only one least restrictive environment code may be selected for each student.

Process to select the preschool LRE code for students who are enrolled in a regular early childhood program:

Step 1: For a student who is participating in a regular early childhood program, regardless of how the participation is funded (i.e., with public or private funds) and regardless of where special education and related services are provided, determine if the student participated in the regular early childhood program for at least 10 hours per week or for less than 10 hours per week.

Step 2: Determine where the majority of hours of special education and related services are provided to preschool students:

1. Add up all the time (in minutes or hours) that the student spends receiving special education and related services during the week (A).
2. Add up all the time (in minutes or hours) that the student spends receiving special education and related services during the week in the regular early childhood program (B).
 - o If B divided by A is .50 or more, the student is receiving the majority of hours of special education and related services in the regular early childhood program
 - o If B divided by A is less than .50, the student is receiving the majority of hours of special education and related services in some other location.

Step 3: Assign the appropriate LRE code based on the determinations made in Steps 1 and 2.

Process to select the preschool LRE code for students who are not enrolled in a regular early childhood program:

If the student is NOT participating in a regular early childhood program, determine if the student is attending a special education program as described below and select the appropriate code (PS04 through PS06):

- Code PS04: Separate Class (special education program in a class with less than 50 percent nondisabled students) in
 - Regular school buildings;
 - Trailers or portables outside regular school buildings;
 - Childcare facilities;
 - Hospital facilities on an outpatient basis;
 - Other community-based settings
- Code PS05: Separate schools- public or private day schools designed specifically for students with disabilities; and
- Code PS06: Residential facilities – publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

As only one least restrictive environment code may be selected for each student, the PS04 through PS06 codes should be selected for students who may also receive some special education and related services at home or at a service provider or other location as described in Steps 2 and 3.

Please note: PS07 (home) should be selected if the student receives some or all his/her special education and/or related services at home and does not attend a regular early childhood program or an approved special education program. PS07 should be selected even if the student also receives some of his/her special education and related services in a service provider location or some other location that is not described in any other code. PS08 (service provider location or some other location that is not described in any other) should be selected if the student does not receive special education and related services at home and does not attend a regular early childhood program or an approved special education program. The PS08 code includes, for example, private clinicians' offices, clinicians' offices located in school buildings, and hospital facilities on an outpatient basis.

Examples for Preschool Students

Attendance Location	Hours Per Week Attending	Where Receiving Services	Hours Receiving Special Education Services Per Week	Hours Receiving Special Ed Services in Regular Early Childhood Program	Calculation	LRE Code Assigned
Private Nursery School	8	Nursery School and Home	5	2.5	$2.5/5 = .50$	PS11
Day Care Center	30	Day Care Center	3	3	$3/3 = 1.0$	PS09
Day Care Center	30	Therapist Office	10	0	$0/10 = 0$	PS10
Special Class in Integrated Setting	15	Hospital and Special Class	20	15	$15/20 = .75$	PS09
UPK Program	20	UPK program site	5	5	$5/5 = 1.0$	PS09
Private Preschool	8	Physical Therapist Office	4	0	$0/4 = 0$	PS12
Special Education Classroom for Preschool Children with Disabilities located in public school building	20	Special Ed Classroom	20	0	N/A	PS04
Private Preschool for Students with Disabilities	17.5	Private Preschool for SWDs	17.5	0	N/A	PS05
BOCES-operated Preschool Program operating in a building that is only attended by SWDs	20	BOCES Building	20	0	N/A	PS05
Residential School	30	Residential School	25	0	N/A	PS06
Home	15	Home and Hospital Clinic	15	0	N/A	PS07
Physical Therapy Office	10	Therapist Office	10	0	N/A	PS08

**Early School-Age (ESA) Settings for School-Age Students with Disabilities,
Age 4 or 5 as of BEDS Day, Who are Eligible to Attend Kindergarten but are NOT,
or Age 4 as of BEDS Day Who Are Attending Kindergarten**

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. Do not report 5-year-old attending Kindergarten with this code.
ESA02	Parentally placed in a nonpublic elementary school and receiving majority of hours of special education and related services in some other location. Do not report 5-year-old attending Kindergarten with this code.
ESA03	Parentally placed in a nonpublic elementary school and NOT receiving publicly funded special education and related services. Do not report 5-year-old attending Kindergarten with this code.
ESA04	Separate Class. Do not report 5-year-old attending Kindergarten with this code.
ESA05	Separate School. Do not report 5-year-old attending Kindergarten with this code.
ESA06	Residential Facility. Do not report 5-year-old attending Kindergarten with this code.
ESA07	Home. Do not report 5-year-old attending Kindergarten with this code.
ESA08	Service Provider Location or some other location that is not in any other code. Do not report 5-year-old attending Kindergarten with this code.
ESA09	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. Or, 4-year-old attending Kindergarten for 10 or more hours a week and receiving the majority of hours of special education and related services in the Kindergarten. Do not report 5-year-old attending Kindergarten with this code.
ESA10	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. Or, 4-year-old attending Kindergarten for 10 or more hours a week and receiving the majority of hours of special education and related services in some other location. Do not report 5-year-old attending Kindergarten with this code.
ESA11	Attending a regular early childhood program for less than 10 hours a week and receiving the majority of hours of special education and related in the regular early childhood program. Or, 4-year-old attending Kindergarten for less than 10 hours a week and receiving the majority of hours of special education and related services in the Kindergarten. Do not report 5-year-old attending Kindergarten with this code.
ESA12	Attending a regular early childhood program for less than 10 hours a week and receiving the majority of hours of special education and related services in some other location. Or, 4-year-old attending Kindergarten for less than 10 hours a week and receiving the majority of hours of special education and related services in some other location. Do not report 5-year-old attending Kindergarten with this code.
<p>* "Regular early childhood program" means a program that includes at least 50 percent nondisabled preschool children. These include, but are not limited to: Private preschools or nursery schools, Head Start, Group child development center or child care (includes day care centers), Preschool classrooms open to an eligible prekindergarten population by the public school system (universal pre-k programs), and Special class in an integrated setting, for children with and without disabilities. "Majority of hours" means at least 50 percent of the hours a student spends receiving special education and related services during the week.</p>	

**Directions for Reporting Least Restrictive Environment (LRE) Setting Codes
for Students with Disabilities,
Age 4 or 5 as of BEDS Day, Who are Eligible to Attend Kindergarten but are NOT, or
Age 4 as of BEDS Day Who ARE Attending Kindergarten**

For each student age 4 or 5 who is eligible to attend Kindergarten but is not, or each student age 4 who is attending kindergarten, select the LRE code that reflects the setting where the majority of weekly hours of special education and related services are provided to the student.

Step 1: Determine if the student has been parentally-placed in a nonpublic elementary school.

Step 2: Determine where the majority of hours of special education and related services are provided:

1. Add up all the time (in minutes or hours) that the student spends receiving special education and related services during the week (A).
2. Add up all the time (in minutes or hours) that the student spends receiving special education and related services in the regular classroom (B).
 - o If B divided by A is .50 or more, the student is receiving the majority of hours of special education and related services in the regular classroom.
 - o If B divided by A is less than .50, the student is receiving the majority of hours of special education and related services in some other location.

Step 3: Assign the appropriate LRE code based on the determinations made in Steps 1 and 2. Please note, since only one least restrictive environment code may be selected for each student, the ESA04 through ESA06 codes should be selected for students who may also receive some special education and related services at home or at a service provider or other location that is not described in any other code.

Please note: ESA 07 (home) should be selected if the student receives some or all of his/her special education and related services at home and does not attend Kindergarten a regular early childhood program, or an approved special education program. ESA07 should be selected even if the student also receives special education and related services in a service provider location or some other location. ESA08 (service provider location or some other location that is not described in any other) should be selected if the student does not receive special education and related services at home and does not attend a regular Kindergarten, a regular early childhood program or an approved special education program. The ESA08 code includes, for example, private clinicians' offices, clinicians' offices located in school buildings, and hospital facilities on an outpatient basis.

Examples for Early School Age Children

Scenario	Hours Per Week Attending Regular Early Childhood Program	Where Receiving Services	Hours Receiving Special Education Services per Week	Hours Receiving Special Ed Services in Regular Early Childhood Program or Kindergarten	Calculation	LRE Code Assigned
Parents have elected to not enroll their 5-year-old child in a regular Kindergarten classroom. Instead, they pay for their child to attend a private nursery school for 15 hours a week. This child receives 2 hours a week of special education and related services in the nursery school.	15	Nursery School	2	2	$2/2=1$	ESA09
A 4-year-old who is eligible to attend kindergarten attends a special education classroom for children with disabilities, which is located in a public school building for 20 hours per week.	20	Hospital and Special Class in Integrated Setting	20	15	$15/20=.75$	ESA04
UPK Program	20	UPK site	5 at RECP	5	$5/5=1.0$	ESA09
Private Preschool	8	Physical Therapist Office	4	0	$0/4=0$	ESA12
A 4-year-old student with a disability is parentally placed in a K-2 nonpublic elementary school to attend Kindergarten and receives 1 hour a week of special education and related services in the kindergarten classroom.	30	Nonpublic school	1	1	$1/1=100$	ESA01
A 4-year old student attends a regular Kindergarten classroom for 15 hours a week and receives 1 hour a week special education and related serves in another setting.	15	Other Location	1	0	$0/1=0$	ESA10

School-Age Settings for Students with Disabilities Ages 6-21 and Age 5 Attending Kindergarten. Age is as of BEDS Day

Please note, that if a student is a court placement, a residential placement by the CSE or a day placement by the CSE, a Primary Placement Type must be reported in addition to a LRE code. The Primary Placement Type codes are: PLC01 (court placement), PLC02 (residential placement by the CSE) and PLC03 (day placement by the CSE). Please see the Special Education Snapshot Template, found at <http://www.p12.nysed.gov/irs/vendors/home.html>, for more information.

Code	Description
SA01	Inside the regular classroom 80% 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 or Residential Facility
SA05	Hospital Inpatient
SA06	Home Instruction – Placed on Home Instruction by the CSE
SA07	Incarcerated
SA08	Parentally placed in a nonpublic school and receiving special education services
SA09	Parentally placed in a nonpublic school and NOT receiving publicly funded special education services
SA10	Home Schooled at parent's choice

Directions for Reporting SCHOOL-AGE Students with Disabilities (ages 6-21 and age 5 attending Kindergarten) in the Least Restrictive Environment (LRE) Setting

For students who are in regular school buildings for 50 percent or more of the school day (buildings which are attended by students with and without disabilities), select their LRE code based on the percent of time each student is in a regular class using the following categories:

- Inside the regular classroom 80 percent or more of the day. These are students who receive special education and related services outside the regular classrooms for less than 21 percent of the school day;
- Inside the regular classroom between 40 and 79 percent of the day. These are students who receive special education and related services outside regular classrooms between 21 and 60 percent of the day; **or**
- Inside the regular classroom less than 40 percent of the day. These are children who receive special education and related services outside the regular classroom for more than 60 percent of the day.

To calculate the percentage of time inside the regular classroom:

- Subtract the amount of time a student is provided special education and related services in classrooms or settings exclusively for student with disabilities (e.g., special class or resource room) from the entire length of the school day.
- Divide the result by the length of the school day.
- Multiply this result by 100.

- Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time participating in an English as a Second Language class) should be considered time inside the regular classroom.
- Education time spent in age-appropriate supervised community-based work experience programs that include individuals with and without disabilities, such as at college campuses or vocational sites, should be counted as time spent inside the regular classroom.

For students who do not attend a regular school building for 50 percent or more of the school day, report students in the category that reflects where the student attends for more than 50 percent of the school day:

- Separate school — Student receives special education and related services in a public or private day school for students with disabilities (SA04).
- Residential facility — Student receives special education and related services in a public or private residential facility for students with disabilities (SA04). Note: You must use the "Primary Placement Type" field, Code PLC02, to designate a student who is in a residential placement. Please see the Special Education Snapshot Template, found at <http://www.p12.nysed.gov/irs/vendors/home.html>, for more information.
- Hospital program — Student is in a hospital as an in-patient and receives special education and related services in the hospital (e.g., rehabilitation hospital, State psychiatric center hospital) (SA05).
- Home Instruction — Student is placed at home by the CSE and receives special education and related services at home (SA06).
- Correctional facility — Student is in a short-term detention facility or in a county/city correctional facility (jail), or in a State correctional facility and is receiving special education and related services in these settings (SA07).
- Parentally placed in a nonpublic school — Student is parentally placed in a nonpublic elementary, middle or secondary school and is receiving publicly funded special education and related services (SA08).
- Parentally placed in a nonpublic elementary, middle or secondary school — Student is an identified student with a disability but is not receiving any publicly funded special education services (SA09).
- Home Schooled — Student is home schooled at parents' choice pursuant to section 100.10 of the Regulations of the Commissioner and receives special education and related services from the district (SA10).

Event Type Codes for Series of Events in Special Education

See information on SPP Indicators #11 and 12 available at:
<http://www.p12.nysed.gov/specialed/spp/home.html>

See the schedule of the years in which school districts must report data on these two indicators at:
<https://www.p12.nysed.gov/sedcar/sppschedule2017-2025.html>

EVENT TYPE CODES (Field #5 in the Special Education Events Template):

Timely evaluation of preschool students for special education (SPP Indicator 11)		
Code	Name	Description for Use in Level 2
CPSE01	Initial referral to CPSE	Initial referral to CPSE
CPSE02*	Parental consent to evaluate	Parental consent to evaluate
CPSE03	CPSE meeting at which evaluation results are discussed (all evaluations are completed)	CPSE meeting

Timely evaluation of school age students for special education (SPP Indicator 11)		
Code	Name	Description for Use in Level 2
CSE01	Initial referral to CSE	Initial referral to CSE
CSE02*	Parental consent to evaluate	Parental consent to evaluate
CSE03	CSE meeting at which evaluation results are discussed (all evaluations are completed)	CSE meeting

Transition from IDEA Part C (Early Intervention) to IDEA Part B (preschool) (SPP Indicator 12)		
Code	Name	Description for Use in Level 2
EI01*	Initial referral to CPSE	Initial referral to CPSE
EI02	Parental consent to evaluate	Parental consent to evaluate
EI03	EI03 CPSE meeting to discuss and determine eligibility (all evaluations are completed and IEP developed if determined eligible)	CPSE meeting
EI04	Full IEP implementation	Full IEP implementation

Evaluation of parentally placed students in nonpublic schools for determination of eligibility for special education and provision of special education services		
Code	Name	Description for Use in Level 2
CSENP01*	Initial referral to CSE	Initial referral to CSE
CSENP02	Parental consent to evaluate	Parental consent to evaluate
CSENP03	CSE meeting to discuss evaluation results (all evaluations are completed)	CSE meeting
CSENP04	Full implementation of IEP or IESP or SP	Full implementation of IEP

*In the Special Education Events template (550), the Event Date for all Event Type Codes is the actual date the event occurred. The School Year is the year in which the asterisked event (CPSE02, CSE02, EI01, and CSENP01) occurred, even if the asterisked event occurred in a different school year than a prior or subsequent event in the sequence. For example, if the date of parent consent CPSE02 is July 2, 2018 and the date of referral CPSE01 is June 28, 2018, report 2019-06-30 as the School Year for all events in this sequence and 2019-06-28 as the Event Date for the parental referral.

Special Education Event Reason Codes

REASON CODES (Field # 20 in Special Education Event Template)

Reasons for delay in evaluating preschool students (past 60 calendar days from the date of receipt of parental consent to evaluate to date of CPSE meeting at which evaluation results are discussed) for special education eligibility. (SPP Indicator 11)				
Code	Name	Description for Use in Level 2	Full Description	Order of Selection (user lower number as reason when more than one reason is applicable)
CPSER11	Evaluations Completed within 60 days	Evaluations completed on time.(C)	The evaluations were completed within 60 days. When applicable, use this reason over any other. This reason indicates that the evaluations are to be counted as timely even if there is a delay in holding the CPSE meeting.	1
CPSER01	Parents withdrew referral or consent	Parents withdrew referral or consent to evaluate (C)	The parents withdrew referral or consent to evaluate. This is a reason that is in compliance with state regulations.	2
CPSER02	Student moved out of the district	Student moved out of the district (C)	The student moved out of the district. This is a reason that is in compliance with state regulations.	3

CPSER03	Student died	Student died (C)	The student died. This is a reason that is in compliance with state regulations.	4
CPSER05	Documented delays contacting parents	Documented delays in making contact with parents to schedule the evaluation (C)	One or more evaluations were delayed solely due delays in making contact with parents to schedule the evaluation and there is documentation indicating attempts to contact the parents that would have resulted in a timely evaluation. This is a reason that is in compliance with state regulations.	5
CPSER06	Parents cancelled scheduled evaluation	Parents cancelled the scheduled evaluation and/or selected another approved evaluator (C)	One or more evaluations were delayed because the parents cancelled the scheduled evaluation and/or selected another approved evaluator. This is a reason that is in compliance with state regulations.	6
CPSER07	Parents refused evaluation	Parents refused or repeatedly did not make the child available for the evaluation (C)	One or more evaluations were not completed within 60 days of parental consent because the parent of a student repeatedly fails or refuses to produce the student for the evaluation. This is a reason that is in compliance with state regulations.	7
CPSER09	Mutually agreed upon extended evaluation timeline met for transfer or suspected LD classification	Parent and district agree in writing to extend evaluation timeline when a student enrolled in a different school after relevant timeframe began (C)	One or more evaluations were not completed within 60 days of parental consent and the student enrolled in a different school after relevant timeframe has begun and the parent and district agree to another timeframe. This is a reason that is in compliance with state regulations.	8
CPSER12	An approved multilingual evaluator was not available	An approved multilingual evaluator was not available to provide a timely evaluation (NC)	There were delays in finding a multilingual evaluator and there was not a need for as multilingual evaluator. When applicable, select this reason over Reason code CPSER04. This is a reason that is not in compliance with state regulations.	9
CPSER04	Delays in finding an approved evaluator	Delays in finding an approved evaluator (NC)	There were delays in finding an approved evaluator and there was not a need for as multilingual evaluator. Reason code CPSER12 would apply if the reason was due to the need for a multilingual evaluator. This is a reason that is not in compliance with state regulations.	10
CPSER08	Evaluator delay in completing evaluation	Evaluator delays in completing the evaluation (NC)	One or more evaluations were not completed within 60 days of parental consent due to evaluator delays and there were no delays in locating an evaluator. Use reason codes CPSER12 or CPSER04 when there was a delay in finding an evaluator. This is a reason that is not in compliance with state regulations.	11

Reasons for delay in evaluation of school-age students (past 60 calendar days from the date of receipt of parental consent to evaluate to date of CSE meeting at which evaluation results are discussed) for special education eligibility. (SPP Indicator 11)

Code	Name	Description for Use in Level 2	Full Description	Order of Selection (user lower number as reason when more than one reason is applicable)
CSER10	Evaluations Completed within 60 days	Evaluations completed on time. (C)	The evaluations were completed within 60 days. When applicable, use this reason over any other. This reason indicates that the evaluations are to be counted as timely even if there is a delay in holding the CSE meeting.	1
CSER01	Parents withdrew referral or consent	Parents withdrew referral or consent to evaluate (C)	The parents withdrew referral or consent to evaluate. This is a reason that is in compliance with state regulations.	2
CSER02	Student moved out of the district	Student moved out of the district (C)	The student moved out of the district. This is a reason that is in compliance with state regulations.	3
CSER03	Student died	Student died (C)	The student died. This is a reason that is in compliance with state regulations.	4
CSER05	Documented delays contacting parents	Documented delays in making contact with parents to schedule the evaluation (C)	One or more evaluations were delayed solely due delays in making contact with parents to schedule the evaluation and there is documentation indicating attempts to contact the parents that would have resulted in a timely evaluation. This is a reason that is in compliance with state regulations.	5
CSER06	Parents refused evaluation	Parents refused or repeatedly did not make the child available for the evaluation (C)	One or more evaluations were not completed within 60 days of parental consent because the parent of a student repeatedly fails or refuses to produce the student for the evaluation. This is a reason that is in compliance with state regulations.	6
CSER08	Mutually agreed upon extended evaluation timeline met for transfer or suspected LD classification	Parent and district agree in writing to extend evaluation timeline when a school-age student is suspected of having a learning disability or student enrolled in a different school after relevant timeframe began (C)	One or more evaluations were not completed within 60 days of parental consent and the student enrolled in a different school after relevant timeframe has begun and the parent and district agree to another timeframe OR when the parent and district agree in writing to extend timeline when a school-age student is suspected of having a learning disability. This is a reason that is in compliance with state regulations.	7

CSER11	Multilingual evaluator was not available	Multilingual evaluator was not available to provide a timely evaluation (NC)	There were delays in finding a multilingual evaluator and there was not a need for as multilingual evaluator. When applicable, select this reason over Reason code CSER04. This is a reason that is not in compliance with state regulations.	8
CSER04	Delays in finding an approved evaluator	Delays in finding an approved evaluator (NC)	There were delays in finding an approved evaluator and there was not a need for as multilingual evaluator. Reason code CSER11 would apply if the reason was due to the need for a multilingual evaluator. This is a reason that is not in compliance with state regulations.	9
CSER07	Evaluator delay in completing evaluation	Evaluator delays in completing the evaluation (NC)	One or more evaluations were not completed within 60 days of parental consent due to evaluator delays and there were no delays in locating an evaluator. Use reason codes CSER11 or CSER04 when there was a delay in finding an evaluator. This is a reason that is not in compliance with state regulations.	10

Reasons for delays in determining eligibility for preschool special education for children transitioning from IDEA Part C (Early Intervention) to IDEA Part B (Preschool) or Reasons for Implementing IEPs of children found eligible for preschool special education past the child's third birthday. (SPP Indicator #12)				
Code	Name	Description for Use in Level 2	Full Description	Order of Selection (user lower number as reason when more than one reason is applicable)
EIR19	DOB is July/August and ESY not part of IEP and IEP implemented in September	DOB is July/August and ESY not part of IEP and IEP implemented in September (C)	The child's third birthday was in July or August and ESY was not part of the IEP and the IEP was implemented in September. This is a reason that is in compliance with state regulations.	1
EIR16	The program's starting date and/or days of operation were after the child's 3rd birthday	The program's starting date and/or days of operation were after the child's 3rd birthday (C)	The program's starting date and/or days of operation were after the child's 3rd birthday. This is a reason that is in compliance with state regulations.	2
EIR13	Parents chose to continue child in EI	Parents chose to continue their child in EI and transition to preschool after the age of 3 (C)	The parents chose to continue their child in EI and transition to preschool after the age of 3. This is a reason that is in compliance with state regulations.	3

EIR01	Parents withdrew or did not provide referral or consent to evaluate	Parents withdrew or did not provide referral or consent to evaluate (C)	The parents withdrew referral or consent to evaluate. This is a reason that is in compliance with state regulations.	4
EIR02	Student moved out of the district	Student moved out of the district (C)	The student moved out of the district. This is a reason that is in compliance with state regulations.	5
EIR03	Student died	Student died (C)	The student died. This is a reason that is in compliance with state regulations.	6
EIR04	Parent provided consent less than 30days	Parent provided consent to evaluate less than 30 school days prior to child's third birthday (C)	Parent provided consent to evaluate less than 30 school days prior to child's third birthday. This is a reason that is in compliance with state regulations.	7
EIR06	Documented delays contacting parents	Documented delays in making contact with parents to schedule the evaluation (C)	One or more evaluations were delayed due delays in making contact with parents to schedule the evaluation and there is documentation indicating attempts to contact the parents that would have resulted in a timely evaluation. This is a reason that is in compliance with state regulations.	8
EIR07	Parents cancelled scheduled evaluation	Parents cancelled the scheduled evaluation and/or selected another approved evaluator (C)	One or more evaluations were delayed because the parents cancelled the scheduled evaluation and/or selected another approved evaluator. This is a reason that is in compliance with state regulations.	9
EIR08	Parents refused evaluation	Parents refused or repeatedly did not make the child available for the evaluation (C)	One or more evaluations were not completed within 60 days of parental consent because the parent of a child repeatedly fails or refuses to produce the child for the evaluation. This is a reason that is in compliance with state regulations.	10
EIR11	Extended time line criteria met	Extended time line met for student who transferred to this district after the eval period began (C)	One or more evaluations were not completed within 60 days of parental consent and the student enrolled in a different school after relevant timeframe has begun and the parent and district agree to another timeframe. This is a reason that is in compliance with state regulations.	11
EIR14	Consent for services not provided	Parents did not provide consent for services (C)	The parents withdrew or did not consent for services. This is a reason that is in compliance with state regulations.	12
EIR17	Referral to EI less than 90 days from 3rd birthday	Referral to EI less than 90 days from 3rd birthday (C)	The referral to EI was less than 90 school days prior to child's third birthday. This reason is based on the referral to EI and not the referral from EI to CPSE. This is a reason that is in compliance with state regulations.	13

EIR18	Multilingual evaluator was not available	Multilingual evaluator was not available to provide a timely evaluation (NC)	There were delays in finding a multilingual evaluator and there was a need for a multilingual evaluator. When applicable, select this reason over Reason code EIR05. This is a reason that is not in compliance with state regulations.	14
EIR05	Evaluator was not available	Evaluator was not available to provide a timely evaluation (NC)	There were delays in finding an approved evaluator and there was not a need for as multilingual evaluator. Reason code EIR18 would apply if the reason was due to the need for a multilingual evaluator. This is a reason that is not in compliance with state regulations.	15
EIR09	Additional evaluations were requested	Additional evaluations were requested (NC)	One or more additional evaluations were requested and those later requests resulted in a delay of the implementation of the IEP. This is a reason that is not in compliance with state regulations.	16
EIR10	Evaluator delay in completing evaluation	Evaluator delays in completing the evaluation (NC)	One or more evaluations were not completed within 60 days of parental consent due to evaluator delays and there were no delays in locating an evaluator. Use reason codes EIR18 or EIR05 when there was a delay in finding an evaluator. This is a reason that is not in compliance with state regulations	17
EIR12	Delays in scheduling CPSE meetings	Delays in scheduling CPSE meetings (NC)	There were delays in scheduling the CPSE meetings that were not the result of delays caused by the parent or evaluator. This is a reason that is not in compliance with state regulations.	18
EIR15	The recommended program is unavailable	The recommended Part B program/services were not available when the child turned 3 years of age (NC)	The recommended Part B program/services were not available when the child turned 3 years of age. This is a reason that is not in compliance with state regulations.	19

Note:

The "(C)" next to the reason indicates the reason is in compliance with State requirements; the "(NC)" next to the reason indicates the reason is not in compliance with State requirements.

Preschool Student with a Disability Transitioning To Kindergarten Scenarios

Reporting to show actual student disability status*	For school year ending 6/30 prior to Kindergarten		For July/August prior to Kindergarten		Submit Preschool End of Year Special Education Snapshot for the school year student became eligible to attend Kindergarten (school age)	Submit July-August Preschool Grade Enrollment Record for the school year student became eligible to attend Kindergarten (school age)
	End Date	Reason code	End Date	Reason Code		
Declassified by CPSE prior to 7/1 (not referred to CSE)	date of declassification	901	n/a: no record submitted	n/a: no record submitted	No	No
Referred to CSE, not classified by CSE, no summer preschool services*	none (will default to 6/30 in L2)	none	8/31	901	No	Yes
Referred to CSE, classified by CSE, no summer preschool services*	none (will default to 6/30 in L2)	none	8/31	912	No	Yes
Referred to CSE, not classified by CSE, summer preschool services	none (will default to 6/30 in L2)	none	8/31	901	Yes	Yes
Referred to CSE, classified by CSE, summer preschool services**	none (will default to 6/30 in L2)	none	8/31	912	Yes	Yes

*For the year the student becomes school-age, the special education management system extract or data entry process must prevent the submission of a preschool end of year special education snapshot if no summer preschool special education services were provided (must create disability fact record without creating an end of year snapshot). We understand that not all Special Education Management Systems are currently designed in this manner. For districts that encounter this situation, the minimum submission requirements are shown below

**The school age disability program fact record cannot start prior to 9/1 of the year the student becomes Kindergarten age.

Minimum Reporting to Meet Business Rule Requirements	For school year ending 6/30 prior to Kindergarten		For July/August prior to Kindergarten		Submit Preschool End of Year Special Education Snapshot for the school year student became eligible to attend Kindergarten (school age)	Submit July-August Preschool Grade Enrollment Record for the school year student became eligible to attend Kindergarten (school age)
	End Date	Reason code	End Date	Reason Code		
Declassified by CPSE prior to 7/1 (not referred to CSE)	date of declassification	901	n/a: no record submitted	n/a: no record submitted	No	No
Referred to CSE, not classified by CSE, no summer preschool services	none (will default to 6/30 in L2)	none	n/a: no record submitted	n/a: no record submitted	No	No
Referred to CSE, classified by CSE, no summer preschool services	none (will default to 6/30 in L2)	none	n/a: no record submitted	n/a: no record submitted	No	No
Referred to CSE, not classified by CSE, summer preschool services	none (will default to 6/30 in L2)	none	8/31	901	Yes	Yes
Referred to CSE, classified by CSE, summer preschool services	none (will default to 6/30 in L2)	none	8/31	912	Yes	Yes

Last Updated: August 20, 2020