



**SPECIAL EDUCATION  
DISCIPLINE DATA  
DICTIONARY:  
School Year 2009/10**

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The purpose of this handbook is to provide guidance to school district special education staff on the verification of student discipline data collected throughout the year and reported in APSCN Cycle 7. In the guide we attempt to be as inclusive as possible; however, not all situations will be covered here. If there are questions about how to code a student after consulting this data dictionary, please contact the Arkansas IDEA Data & Research Office at 501-683-7219

**Student Demographic information is pulled from APSCN Special Education during Cycle 7.**

**DATA FIELDS**

**FIELD: Social Security (4, 7)**

The nine-digit Social Security number of the student. If a student's SSN cannot be obtained, then the ADE assigned number as required by Arkansas Code Ann. 6-18-208 should be used. This number should remain the same throughout the student's school career.

**FIELD: First Name (4, 7)**

The student's legal first name, as printed on the student's birth certificate, social security card, or other legally binding documentation.

**FIELD: Middle Name (4, 7)**

The student's legal middle name, as printed on the student's birth certificate, social security card, or other legally binding documentation.

**FIELD: Last Name (4, 7)**

The student's legal last name, as printed on the student's birth certificate, social security card, or other legally binding documentation.

**FIELD: Ethnic Code (4, 7)**

**1 = H Hispanic or Latino**

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**2 = N American Indian or Alaskan Native**

A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

**3 = A Asian**

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, including, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**4 = B Black or African American**

A person having origins in any of the black racial groups of Africa.

**5 = W White**

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**6 = P Native Hawaiian/Pacific Islander**

A person having origins in any of the original people of Hawaii, Guam, Samoa or other Pacific Islands.

**7 = T Two or More**

**FIELD: Gender (4, 7)**

**M Male**

**F Female**

**FIELD: Birth date (4, 7)**

The student's date of birth.

\* Please make sure that the student's birth date is accurate. Some common errors include using the current year as the student's year of birth and entering years such as '2093' or '0993' instead of '1993.'

**FIELD: Age (4, 7)**

Derived from the student's date of birth

**FIELD: Grade (4, 7)**

**K Kindergarten**

**01 1<sup>st</sup> Grade**

**02 2<sup>nd</sup> Grade**

**03 3<sup>rd</sup> Grade**

**04 4<sup>th</sup> Grade**

**05 5<sup>th</sup> Grade**

**06 6<sup>th</sup> Grade**

**07 7<sup>th</sup> Grade**

**08 8<sup>th</sup> Grade**

**09 9<sup>th</sup> Grade**

**10 10<sup>th</sup> Grade**

**11 11<sup>th</sup> Grade**

**12 12<sup>th</sup> Grade**

**EE Non-Graded Elementary**

This category should only be used in extreme situations in which the student's grade cannot be appropriately determined. Where possible, use the grade that will be used for purposes of assessment.

**SM Non-Graded Middle/Jr.**

This category should only be used in extreme situations in which the student's grade cannot be appropriately determined. Where possible, use the grade that will be used for purposes of assessment.

**SS Non-Graded Secondary**

This category should only be used in extreme situations in which the student's grade cannot be appropriately determined. Where possible, use the grade that will be used for purposes of assessment.

**FIELD: Building Code (4, 7)**

The building code, which the student is assigned.

**FIELD: English Language Learner (4, 7)**

**Y Yes** – if the student has limited English proficiency, for English is not the student’s first language or the language spoken at home.

**N No**

**FIELD: Primary Disability (4, 7)**

**AU Autism**

“ . . . a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section.” [taken from 34 Code of Federal Regulations §300.7(c)(1)(i)]

**DB Deaf-Blindness**

“ . . . concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.” [taken from 34 Code of Federal Regulations §300.7(c)(2)]

**ED Emotional Disturbance**

“(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

- (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (C) Inappropriate types of behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression.
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.” [taken from 34 Code of Federal Regulations §300.7(c)(4)]

**HI Deaf/Hearing Impairment**

Deafness: “ . . . a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance.” [34 Code of Federal Regulations §300.7(c)(3)]

Hearing Impairment: “. . . an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this section.” [taken from 34 Code of Federal Regulations §300.7(c)(5)]

### **MD Multiple Disabilities**

“. . . concomitant impairments (such as mental retardation-blindness, mental retardation, orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.” [taken from 34 Code of Federal Regulations §300.7(c)(7)]

### **MR Mental Retardation**

“. . . significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.” [taken from 34 Code of Federal Regulations §300.7(c)(6)]

### **OHI Other Health Impairments**

“(9) Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--  
(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (ii) Adversely affects a child’s educational performance.” [taken from 34 Code of Federal Regulations §300.7(c)(9)]

### **OI Orthopedic Impairments**

“. . . a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).” [taken from 34 Code of Federal Regulations §300.7(c)(8)]

### **SI Speech/Language Impairments**

“. . . a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.” [taken from 34 Code of Federal Regulations §300.7(c)(11)]

### **SLD Specific Learning Disabilities**

“...a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia...The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage.” [34 Code of Federal Regulations §300.7(c)(10)]

### **TBI Traumatic Brain Injury**

“. . . an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities;

psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.” [34 Code of Federal Regulations §300.7(c)(12)]

## **VI Visual Impairments**

“ . . . an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.” [34 Code of Federal Regulations §300.7(c)(13)]

### **FIELD: Educational Placement (4, 7)**

The primary educational placement as defined under federal guidelines for ages 6-21.

#### **DB Public Day School**

If a student receives special education and related services for greater than 50 percent of the school day in a publicly funded facility that does not house programs for students without disabilities. This includes students attending the Arkansas School for the Deaf or School for the Blind that do NOT reside at the school during the school week.

#### **DI Private Day School**

If a student receives special education and related services for greater than 50 percent of the school day in a privately funded facility that does not house programs for students without disabilities

#### **HH Hospital/Homebound**

If a student receives special education in medical treatment facilities on an in-patient basis or at home

#### **RB Public Residential**

If a student receives special education and related services for greater than 50 percent of the school day in a public residential facility This includes students attending the Arkansas School for the Deaf or School for the Blind that RESIDE at the school during the school week.

#### **RG Regular Class with Special Education (80% or more of the school day)**

If a student is in the regular classroom 80% or more of the day OR if a student receives special education and related services outside the regular classroom for less than 21 percent of the school day. This may include children and youth with disabilities placed in: regular class with special education/related services provided within regular class, regular class with instruction within the regular class and with special education/related services provided outside regular class, or regular class with special education services provided in a resource room.

#### **RI Private Residential**

If a student receives special education and related services for greater than 50 percent of the school day in a private residential facility

#### **RR Resource Room (between 40% to 79% of the school day in the regular classroom)**

If a student is in the regular classroom between 40% to 79% of the school day OR if a student receives special education and related services outside the regular classroom for 60 percent or less of the school day and at least 21 percent but no more than 60 percent of the school day. This may include children and youth placed in: resource rooms with special education/related services provided within the resource room or resource room with part-time instruction in a regular class.

**SC Self-contained (40% or less of the school day in the regular classroom)**

If a student is in the regular classroom less than 40% of the school day OR If a student receives special education and related service outside the regular classroom for more than 60 percent of the school day. This includes only children and youth with disabilities educated on the regular school campus. This does not include pupils who received education programs in public or private separate day or residential facilities. This may include children and youth placed in: self-contained special classrooms with part-time instruction in a regular class, or self-contained special classrooms full-time on a regular school campus.

**CF Correctional Facility**

Students who received special education in correctional facilities. This data is intended to be a count of all students receiving special education in short-term detention facilities (community-based or residential), or correctional facilities.

**PP Parentally Placed in Private Schools**

Students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include students whose parents chose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.

**Discipline information is pulled from APSCN student management system during Cycle 7**

**FIELD: Discipline Date**

The date upon which the disciplinary action for an offense begins.

**FIELD: Infraction**

The code that best describes the violation or infraction

- |                     |             |                        |
|---------------------|-------------|------------------------|
| 01= Drugs           | 07= Knife   | 13= Vandalism          |
| 02= Alcohol         | 08= Handgun | 14=Insubordination     |
| 03= Tobacco         | 09=Rifle    | 15= Disorderly Conduct |
| 04= Truancy         | 10= Shotgun | 16= Explosives         |
| 05= Student Assault | 11=Club     | 17= Other              |
| 06= Staff Assault   | 12= Gangs   | 18=Bullying            |

**FIELD: Action Taken**

The punitive action taken by the school authority or court authority to reprimand the student after an offense is committed as:

01= In-School Suspension

02= Out-of-school Suspension (Not to exceed 10 days)

03= Expelled

04= Expelled for Weapons (as defined by Federal, State and Student Discipline policy)

08= Alternative Learning Environment

09= Expelled for Drugs (Does not include alcohol or tobacco)

10= Expelled for Dangerousness (the substantial likelihood of causing bodily injury to self or others)

**FIELD: Suspension Days**

If the above action-taken was coded as In-School Suspension (01) or Out-of-school suspension (02), enter the number of days the student is suspended. **This is based on scheduled days, not actual days served.**

**FIELD: Shortened Expulsion**

Was the expulsion (action-taken= Codes 03 and/or 04) reported for infractions 08-handgun, 09-rifle, 10-shotgun, or 16-explosives, shortened to a term less than one year by the chief administering officer under the case-by-case modification provisions of Section 14601 (b) of the Gun Free School Act?

**FIELD: Alternative Placement**

Was the expulsion (action-taken= Codes 03 and/or 04) reported referred to an alternative school or program?

**FIELD: Student Status**

Enter the appropriate code designating student status at the time of infraction  
RG= Regular Student      SP= Special Education Student