

Arkansas Public School Computer Network

SPECIAL EDUCATION

EARLY CHILDHOOD Training Guide

Revision: August, 2011

Early Childhood - Special Education Training Guide

Table of Contents

Early Childhood - Special Education Training Guide	
Prerequisites for School Age	3
Navigating through APSCN.....	4
Procedures for Adding a Student Record	5
Field Descriptions	8
General Information Page 1	8
Field Descriptions - Page 1	8
General Information Page 2	11
Field Descriptions - Page 2.....	11
General Information Page 3	14
Field Descriptions - Page 3.....	14
Entry/Withdrawal Information Screen.....	17
Field Descriptions - Entry/Withdrawal.....	17
Anticipated Services Information Screen.....	18
Field Descriptions - Anticipated Services.....	19
Developmental Needs Information Screen.....	20
Field Descriptions - Developmental Needs.....	20
Related Services Information Screen	21
Field Descriptions - Related Services	22
Early Childhood Reports	23
Report Option 1	23
Report Option 2	25
Procedures to Query/Update/Delete	28
Ring Menu Options	29
Early Childhood Data Dictionary.....	31
General Information Page 1.....	32
General Information Page 2.....	36
General Information Page 3.....	39
Entry/Withdrawal Screen.....	39

Early Childhood - Special Education Training Guide

This multiple screen maintenance program allows the user to add/maintain information on Early Childhood Special Education students. Each student has seven screens available for Early Childhood data. All seven of these screens will appear during the ADD process.

Prerequisites

- Each Special Education user must have a login. Contact APSCN for the proper forms.
- Each user must have building access and the security code 9971 set up in APSCN Plus by the district's system administrator.
- Students entered into the Early Childhood module should NOT be active in APSCN Plus Registration program except for those students in districts which participate in an Early Childhood program. These students should be coded "Y" in the "Pre-Reg Flag" field on screen "X" in Registration.
- All services for these students should be identified in their Individual Education Plan (IEP).
- Refer to the Early Childhood Data Dictionary for data used in federal reporting requirements and for definition of codes.

Navigating through APSCN, Special Education Modules

- Your computer mouse will not work in the APSCN special education menu. Use your arrow keys to navigate through the Ring Menu options at the top of the screen.
- You may also move to a Ring Menu option by pressing the first letter of that option.
- Your Arrow and Tab keys are used to progress to the next data field in a screen.
- You may use your back arrow key to move back to a field to correct the entry if needed.
- In general, no special characteristics such as dashes or spaces are needed with the exception of using a colon { : } when asked the 'Per Period Range' in the Employee Program and Approval Module.
- If you make a mistake entering data, use the backspace or use the arrow key to move the cursor to the mistake and type over the mistake. Use the spacebar to delete each character contained in the field.
- To cancel an action (and not save changes) **and** move out of the current screen to the previous screen press <Control + P>.
- Once you complete a data screen, press <ESC> key to update and save the entries.
- Press <Control + T> to get options for particular codes (when there are drop-down menus available).
- Press <Control + G> to select the particular code. It will automatically enter the code in the field.
- For those who use APSCN GUI: Press <ALT + Enter> to enlarge the APSCN screen. Press <ALT + Enter> again to reduce the screen back to its original size.
- Check for messages at the bottom of the screen to assist you in entering the field correctly.

Procedures for Adding a Student Record

1. From the APSCN Main Menu, select:
#4 - SPECIAL EDUCATION

```

SPECIAL EDUCATION:  1  2  3  EXIT
-----
YOUR CITY SCHOOL DISTRICT                                SPECIAL EDUCATION
                                                           MM/DD/YYYY
-----

                                SPECIAL EDUCATION MENU
                                -----
1. SCHOOL AGE
2. EARLY CHILDHOOD
3. SPED EMPLOYEE
4. REFERREL TRACKING
5. INTERVENING SERVICES
6. PRINTER SETUP
    
```

2. Select menu item **#2 - EARLY CHILDHOOD**.
 From the Special Education Menu select
#1 Choose Records Maintenance

Early Childhood Screen

```

EARLY CHILDHOOD:  1  2  EXIT
-----
CAVE CITY SCHOOL DISTRICT                                SPECIAL EDUCATION
                                                           05/16/2003
-----

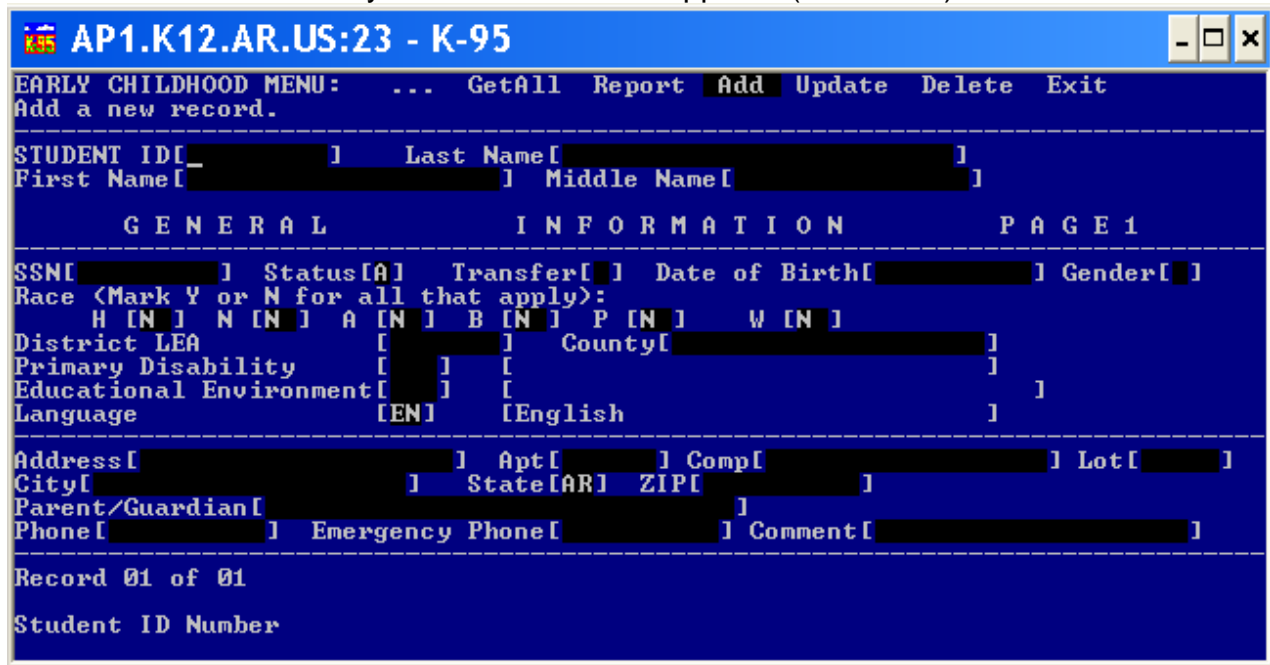
                                EARLY CHILDHOOD MENU
                                -----
1. RECORDS MAINTENANCE
2. REPORTS
    
```

Add Menu Screen

When there are NO Active Records in the Early Childhood module, you will receive the following prompt:

```
There are no records in Early Childhood
Do you wish to (B)egin record entry, or (E)xit the program?
Enter B or E:
```

The first of seven Early Childhood screens appears (see below).



- From the ring menu at the top of the screen, use arrow keys to highlight "ADD" and press <ENTER> or press "A" to begin adding a student to the Early Childhood module. Select <SCREEN> (or press "S") from the Ring Menu at the top of any of the seven Early Childhood screens to select the screen you wish to add or update.

NOTE: "ADD" should only be used when a student is transferred (Transfer = Y) from another district/coop or from out of state. All students who are referred to Special Education must first be entered into the Referral Tracking screen.

- Enter the Student ID number. This number should be the same as the unique identifier issued by the Coop/District. This number cannot be changed.

NOTE: Call IDEA Data & Research if the number was entered incorrectly.
NOTE: Please do NOT enter zero ("0") as the student ID number.

6. Continue entering information on the General Information screen. Many of the fields on the first three General Information screens require an entry. The program will notify you if you attempt to leave the screen in the add mode without all the information entered in the required fields.
7. Press <ESC> when you have completed entering information on page 1. You will be prompted to continue Y/N. The program takes you to the next screen: GENERAL INFORMATION PAGE 2.
8. Continue adding information to the remaining screens pressing <ESC> after all required fields have been answered. If you have no data to enter on a particular screen, simply press <ESC> and verify the information is correct by pressing "Y" at the validation prompt. When you complete the Entry/Withdraw Information screen press <ESC> and you will receive the message "**Record Added**". You have completed adding one student record to the Early Childhood module. All students who participate in Early Childhood must be entered in the same manner.

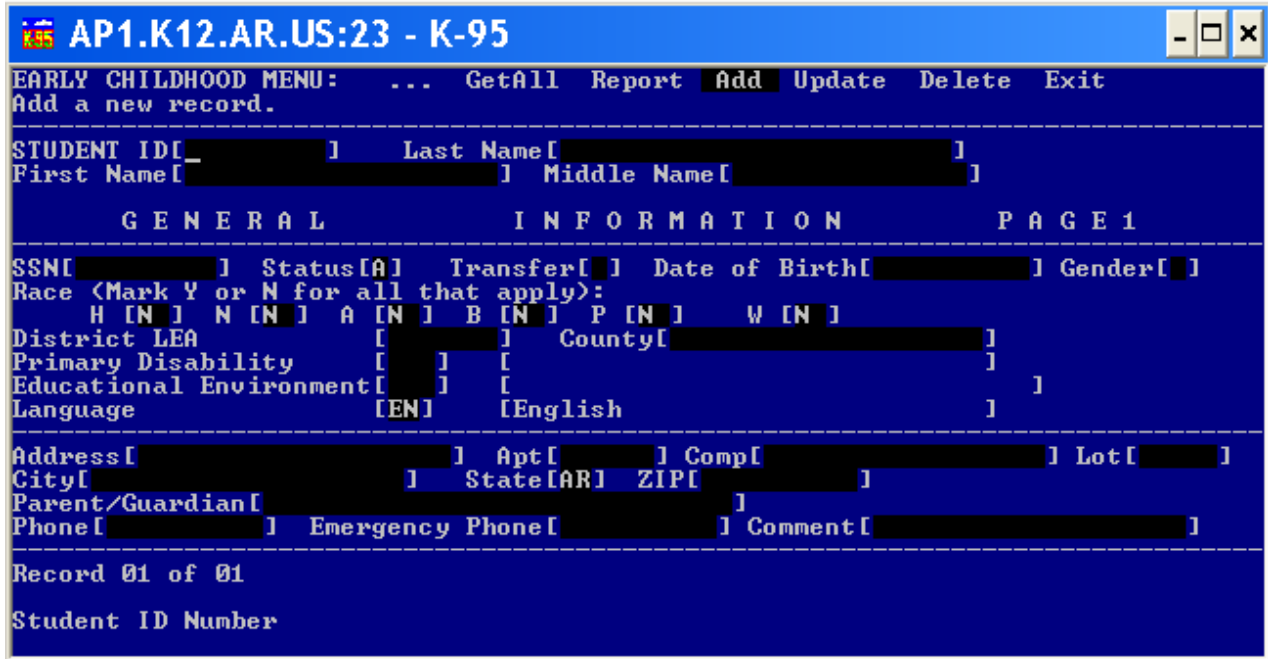
NOTE: If you wish to cancel the ADD procedure, press <CTRL P>. This will return you to the Early Childhood General Information - Page 1 screen

NOTE: If you attempt to add an ID number that already exists in the Early Childhood module you will receive the following error message

"Duplicate student ID. Please re-enter"

Field Descriptions

General Information Page 1



Field Descriptions

- **STUDENT ID** - This required field holds the Student ID number. This number should be the same as the unique identifier issued by the Coop/District.
- **LAST NAME** - Enter the student’s last name. This is a required field.
- **FIRST NAME** - Enter the student’s first name. This is a required field.
- **MIDDLE NAME** - Enter the student’s middle name or initial.
- **SSN** - This required field holds the student’s Social Security Number or a pseudo-social security number.
- **STATUS** - This field is automatically set to “A” (Active) when the records are saved. The program will automatically set the status to “I” (Inactive) when the Exit Date and Code are entered into the Entry/Withdrawal Screen.
- **TRANSFER** - This field indicates that a student transferred from another Special Education program. Additionally, when marked “Y” (Yes), the field will relax many of the date fields for each entry due to missing IEP records.

- **DATE OF BIRTH** - This required field holds the student’s date of birth. The system display is MM/DD/YYYY, for example, 09/18/2001.
- **GENDER** - This required field holds the student’s gender. “M” for Male or “F” for Female.
- **RACE** - This required field holds the ethnic code(s) for the student. Each race defaults to ‘N.’ Tab to each race and enter ‘Y’ for all that apply.

Race Codes

H	Hispanic or Latino
N	American Indian/Alaskan Native
A	Asian
B	Black or African American
P	Native Hawaiian/Pacific Islander
W	White

- **RESIDENT DISTRICT LEA** - This required field holds the first four digits of the student’s resident district LEA number. This is a seven digit field, so add three zeros behind the district LEA Number.
- **COUNTY** - This required field is automatically filled in when the District LEA is entered.
- **PRIMARY DISABILITY** - This required field holds the student’s Primary Disability. If the student has more than one disability the code “MD” for Multi Disabled should be used. Press <CTRL T> to select a code from the table. Highlight the appropriate code and press <CTRL G> to insert the code into the disability field.

Primary Disability Table

AU	Autism	OHI	Other Health Impairments
DB	Deaf-Blindness	PS	Preschool Disability (Non-Categ)
HI	Hearing Impaired	SI	Speech/Language Impairment
MD	Multiple Disabilities	TBI	Traumatic Brain Injury
OI	Orthopedic Impairments	VI	Visual Impairments

- **EDUCATIONAL ENVIRONMENT** - This required field indicates the location and amount of time a student receives services with their non-disabled peers. Press <CTRL T> to select a code from the table. Highlight the appropriate code and press <CTRL G> to insert the code into the placement field.

Educational Environment Table

A1	Reg EC program 10+ hrs a week w/majority of sped services in EC program	HM	Home
A2	Reg EC program 10+ hrs a week w/majority of sped services in other location	IO	Itinerant Service Outside Home
B1	Reg EC program <10 hrs a week w/majority of sped services in EC program	RS	Residential
B2	Reg EC program <10 hrs a week w/majority of sped services in other location	SP	Early Childhood Special Ed
		SS	Separate School

- **LANGUAGE** - The default code is “EN” for English. For other language codes press <CTRL T> to select a language code from the table. Highlight the appropriate code and press <CTRL G> to insert the code into the “Language” field.
- **ADDRESS INFORMATION** - Enter the student’s address. Required fields are designated with an asterisk (*).
 - ADDRESS*** - Enter the student’s street name or post office box address.
 - APARTMENT** - This optional field holds the student’s apartment number.
 - COMPLEX** - This optional field holds the name of the apartment complex.
 - LOT** - Enter the student’s house number.
 - CITY*** - This required field holds the name of the city where the student lives.
- **STATE*** - The default code is “AR” for Arkansas.
- **ZIP*** - This required field holds the student’s postal code. Zip Codes can be five or nine digits.
- **PARENT/GUARDIAN*** - This required field holds the student’s parents or legal guardians. Format: Last, First & First.
- **PHONE*** - This required field holds the student’s and/or parent’s daytime phone number. Enter the phone number in the following format: 999999999 (no dashes or spaces).
- **EMERGENCY PHONE*** - This required field holds an emergency phone number for the student. Enter the number in the following format: 999999999 (no dashes or spaces).
- **COMMENT** - Enter any desired comment (20 characters) regarding the emergency phone number

General Information - Page 2

Select <SCREEN> from the Ring Menu at the top of any of the seven Early Childhood screens to select the screen you wish to be in.

The General Information - Page 2:



Field Descriptions - Page 2

- **MEDICAID ELIGIBLE** - Default is “N”. This field holds “Y” for yes or “N” for no and indicates if the student has qualified for Medicaid assistance.
- **MEDICAID NUMBER** - Enter the student’s Medicaid number if the student is eligible for Medicaid.
- **REFERRAL DATE** - This field holds the original referral date for the student if the student had been entered initially in the Referral Tracking Module in the same district. This date should remain constant.
- **REFERRAL CONFERENCE DATE** - This field holds the date of the Referral Conference if the student had been entered initially in the Referral Tracking Module in the same district. The system display is MM/DD/YYYY, for example, 09/18/2011.
- **EVALUATION DATE** - This field holds the date the student was evaluated if the student had been entered initially in the Referral Tracking Module in the same district. The system display is MM/DD/YYYY, for example, 09/18/2011.

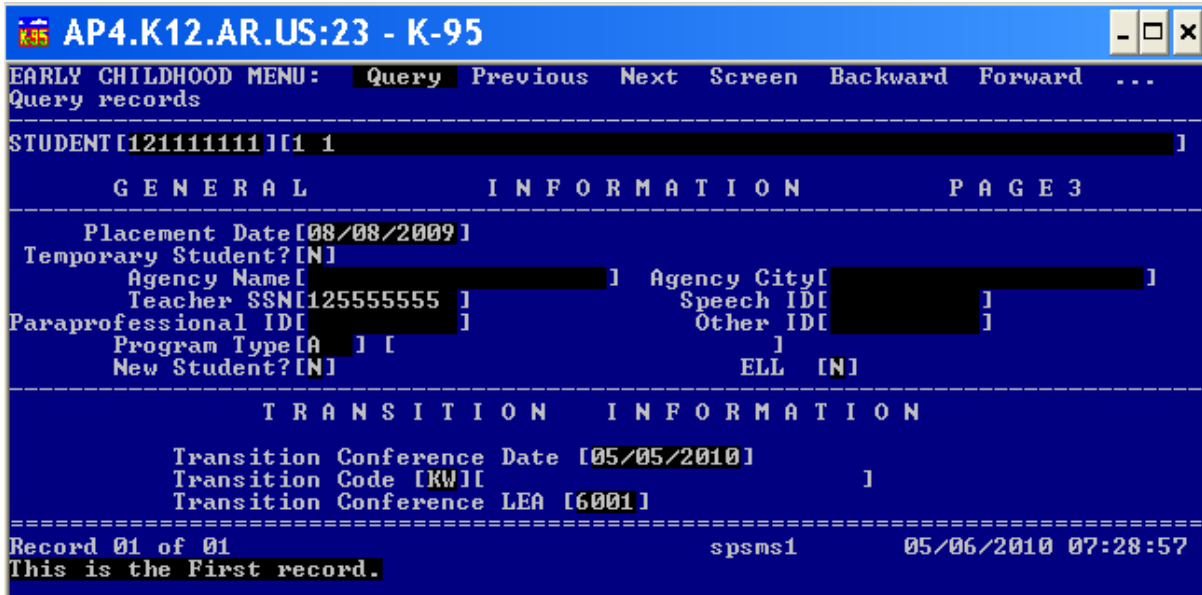
- **ANNUAL REVIEW DATE** - Enter the student's annual IEP review date. The system display is MM/DD/YYYY, for example, 09/18/2012.
- **ENTRY ASSESSMENT DATE** - The date which the entry functional assessment scores were determined
- **ENTRY SOCIAL EMOTIONAL FUNCTIONAL SCORE**- The functional level based on the Early Childhood Outcome Centers 7-point scale determined by group consensus within 30 days of entry
- **ENTRY KNOWLEDGE/SKILLS FUNCTIONAL SCORE** - The functional level based on the Early Childhood Outcome Centers 7-point scale determined by group consensus within 30 days of entry
- **ENTRY SELF HELP FUNCTIONAL SCORE** - The functional level based on the Early Childhood Outcome Centers 7-point scale determined by group consensus within 30 days of entry
- **ASSESSMENT 1 DATE** - The date the assessment 1 functional assessment scores were determined (Can be utilized when assessment is done between the entry assessment and the exit assessment)
- **ASSESSMENT 1 SOCIAL EMOTIONAL FUNCTIONAL SCORE** - The functional level based on the Early Childhood Outcome Centers 7-point scale determined by group consensus. (Can be utilized when assessment is done between the entry assessment and the exit assessment)
- **ASSESSMENT 1 SOCIAL EMOTIONAL FUNCTIONAL IMPROVEMENT** - Indicate if the child's functional level has improved from entry to assessment 1.
- **ASSESSMENT 1 KNOWLEDGE/SKILLS FUNCTIONAL SCORE** - The functional level based on the Early Childhood Outcome Centers 7-point scale determined by group consensus. (Can be utilized when assessment is done between the entry assessment and the exit assessment)
- **ASSESSMENT 1 KNOWLEDGE/SKILLS FUNCTIONAL IMPROVEMENT** - Indicate if the child's functional level has improved from entry to assessment 1.
- **ASSESSMENT 1 SELF HELP FUNCTIONAL SCORE** - The functional level based on the Early Childhood Outcome Centers 7-point scale determined by group consensus. (Can be utilized when assessment is done between the entry assessment and the exit assessment)
- **ASSESSMENT 1 SELF HELP FUNCTIONAL IMPROVEMENT**- Indicate if the child's functional level has improved from entry to assessment 1.

- **ASSESSMENT 2 DATE** - The date the assessment 2 functional assessment scores were determined (Can be utilized when assessment is done between the entry assessment and the exit assessment)
- **ASSESSMENT 2 SOCIAL EMOTIONAL FUNCTIONAL SCORE** - The functional level based on the Early Childhood Outcome Centers 7-point scale determined by group consensus. (Can be utilized when assessment is done between the entry assessment and the exit assessment)
- **ASSESSMENT 2 SOCIAL EMOTIONAL FUNCTIONAL IMPROVEMENT**- Indicate if the child's functional level has improved from entry to assessment 2.
- **ASSESSMENT 2 KNOWLEDGE/SKILLS FUNCTIONAL SCORE** - The functional level based on the Early Childhood Outcome Centers 7-point scale determined by group consensus. (Can be utilized when assessment is done between the entry assessment and the exit assessment)
- **ASSESSMENT 2 KNOWLEDGE/SKILLS FUNCTIONAL IMPROVEMENT**- Indicate if the child's functional level has improved from entry to assessment 2.
- **ASSESSMENT 2 SELF HELP FUNCTIONAL SCORE** - The functional level based on the Early Childhood Outcome Centers 7-point scale determined by group consensus. (Can be utilized when assessment is done between the entry assessment and the exit assessment)
- **ASSESSMENT 2 SELF HELP FUNCTIONAL IMPROVEMENT**- Indicate if the child's functional level has improved from entry to assessment 2
- **EXIT ASSESSMENT DATE** - The date, which the exit functional assessment scores were determined
- **EXIT SOCIAL EMOTIONAL FUNCTIONAL SCORE** - The functional level based on the Early Childhood Outcome Centers 7-point scale determined by group consensus.
- **EXIT KNOWLEDGE/SKILLS FUNCTIONAL SCORE** - The functional level based on the Early Childhood Outcome Centers 7-point scale determined by group consensus.
- **EXIT SELF HELP FUNCTIONAL SCORE** - The functional level based on the Early Childhood Outcome Centers 7-point scale determined by group consensus.
- **SOCIAL EMOTIONAL IMPROVEMENT** - Indicate if the child's functional level has improved from entry to exit.
- **KNOWLEDGE/SKILLS IMPROVEMENT** - Indicate if the child's functional level has improved from entry to exit.

- **SELF HELP IMPROVEMENT** - Indicate if the child's functional level has improved from entry to exit.

General Information Screen 3

Select <SCREEN> from the Ring Menu at the top of any of the seven Early Childhood screens to select the screen you wish to be in.



Field Descriptions - Page 3

- **PLACEMENT DATE** - This field holds the date the student was placed in the Special Education Program.
- **TEMPORARY STUDENT** - Default is “N”. Indicate “Y” for yes or “N” for no if the student is being temporarily placed in the Special Education Program until the student is determined eligible or evaluation is completed.
 - **NOTE:** A student may only be identified as temporary up to 60 days.
- **AGENCY NAME** - Enter the agency or organization if a group and not an individual referred student. An example would be “Advocacy Services”.
- **AGENCY CITY** - Enter the city where the referral agency or organization is located.
- **TEACHER SSN** - This required field holds the Social Security Number of the teacher who is primarily responsible for the special education student.

- **SPEECH ID** - If the professional responsible is a private provider enter the individuals SSN.
- **PARAPROFESSIONAL ID** - Enter the Social Security or Vendor number of individual assisting with student.
- **OTHER ID** - Additional field to list Social Security or Vendor number of others assisting with student (Physical Therapist, etc.).
- **PROGRAM TYPE (required)**- Enter the type of program providing services to the student. Press <CTRL T> to select an available code from the table. Highlight the code you wish to use and press <CTRL G> to insert the information in the field.

Program Type Table

A	ABC	HI	Hippy
E	Even Start	P	Preschool
H	Head Start	DC	Licensed Family
O	Other		

- **NEW STUDENT** - Default is “N”. Enter “Y” for yes if student is a new student for current school year.
- **ELL** – Enter “Y” for yes or “N” for no if English is not the student’s first language or the language spoken at home.
- **TRANSITION CONFERENCE DATE** - Enter the date the last Kindergarten Transfer Conference was held. The system display is MM/DD/YYYY, for example, 09/18/2004.
- **TRANSITION CODE** - This field holds the appropriate transition code for the grade level selected. Press <CTRL T> to view the available codes in the table. Highlight the desired code and press <CTRL G> to place the code into the field. The description will default after you have selected a code from the table.

Transition Table

NS	No Services Needed
TK	Transition with Services to Kindergarten
KW	Kindergarten Waiver

- **Transition Conference LEA** - Enter the LEA district number with whom the early childhood program held the kindergarten conference.

Entry/Withdrawal Screen

Select <SCREEN> from the Ring Menu at the top of any of the seven Early Childhood screens to select the screen you wish to be in.

This screen holds information regarding the student’s movement into and out of the Special Education Program.

```

SPECIAL EDUCATION: . . . Add Exit
Press ESC to add. Press <CTRL-P> to cancel
-----
-----
STUDENT ID      [999999999]      STUDENT NAME      [DOE, JANE
]
      E N T R Y / W I T H D R A W      I N F O R M A T I O N
-----
-----
--- ENTRY ---          --- WITHDRAWAL ---
ENTRY DATE            WITHDRAWAL DATE            EXIT STATUS
-----
-----
[          ]          [          ]          [ ]
[          ]          [          ]          [ ]
[          ]          [          ]          [ ]
[          ]          [          ]          [ ]
[          ]          [          ]          [ ]
[          ]          [          ]          [ ]
[          ]          [          ]          [ ]
[          ]          [          ]          [ ]
[          ]          [          ]          [ ]
[          ]          [          ]          [ ]

```

Field Descriptions – Entry Withdrawal

- **ENTRY DATE** - This field holds the date student enters the Special Education Program. You may enter the date in any standard format. The system display is MM/DD/YYYY, for example, 09/18/2001.
- **WITHDRAWAL DATE** - This field holds the date the student leaves the Special Education Program. You may enter the date in any standard format. The system display is MM/DD/YYYY, for example, 09/18/2001.
- **EXIT STATUS** - This field holds the Exit Status Code. Enter the appropriate code or press <CTRL T> to select a valid code from the Exit Status Table. Highlight the appropriate code and press <CTRL G> to insert the information into the field. Press escape and answer the validation prompt by pressing “Y” if all information is correct and the message “Record Added” will confirm you have completed entering one student into the Special Education Module.

Entry/Withdrawal Table - Exit Status Codes

DI	Deceased	NP	Not Placed
KE	Kindergarten Eligible	NS	No Longer Requires Services
MA	Reached Maximum Age (6 yrs)	PR	Parent Refused Services
MK	Moved Known to be Continuing with EC SPED	US	Unknown Status

Anticipated Services Information Screen

Select <SCREEN> from the Ring Menu at the top of any of the seven Early Childhood screens to select the screen you wish to be in.

This screen allows you to enter codes for services the student is expected to need at the time of their exit from the system. Indicate the services that are anticipated to be needed by the child regardless of whether or by whom those services will be provided. You may enter up to six service codes per student.

```

EARLY CHILDHOOD MENU:  ...  GetAll  Report  Add  Update  Delete  Exit
Add a new record.
-----
----
STUDENT ID [000000000]   STUDENT NAME [JANE DOE                ]
      A N T I C I P A T E D   S E R V I C E S   I N F O R M A T I O N
-----
CODE           DESCRIPTION
-----
[ ]           [ ]
[ ]           [ ]
[ ]           [ ]
[ ]           [ ]
[ ]           [ ]
[ ]           [ ]
-----
----
    
```

Field Descriptions - Anticipated Services

- ANTICIPATED SERVICES CODE** - Enter the Anticipated Service codes for services the student is expected to need. Press <CTRL T> to view the available codes in the table. Highlight the desired code and press <CTRL G> to place the code into the field. The description will default after you have selected a code from the table. When you have entered all codes for the student or if there is no information to enter on this screen at this time you may press <ESC> to move to the next screen. See Anticipated Services Table on the following page.

Anticipated Services Table

AE	Alternative Education Services
CM	Case Management Services
CS	Communication Services
ER	Ongoing Empl-Rel Services
FS	Family Services
IL	Independent Living Services
LR	Recreation / Leisure Services
MB	Mobility Services (Excl ST)
MH	Mental Health Services
MM	Medically Related Services
NS	No Special Services
RL	Residential Living Services
SP	Svc-Support Post-Secondary Education
SS	Social Skills Training
TA	Tech Aids / Adap Equipment Services
TS	Specialized Transportation Services
VT	Vocational Training / Job Placement Services

Developmental Needs Information Screen

Select <SCREEN> from the Ring Menu at the top of any of the seven Early Childhood screens to select the screen you wish to be in.

This screen allows the user to enter Developmental Needs codes for the Early Childhood student.

```

EARLY CHILDHOOD MENU:  ...  GetAll  Report  Add  Update  Delete  Exit
Add a new record.
-----
----
STUDENT ID [000000000]      STUDENT NAME [JANE DOE                ]
      D E V E L O P M E N T A L   N E E D S   I N F O R M A T I O N
-----
DEVELOPMENTAL NEEDS CODE      DESCRIPTION
-----
----
      1[ ]                [                ]
      2[ ]                [                ]
      3[ ]                [                ]
      4[ ]                [                ]
      5[ ]                [                ]
      6[ ]                [                ]
      7[ ]                [                ]
-----
----
Control-t for options
    
```

Field Descriptions - Developmental Needs

- **CODE** - Press <CTRL T> to view codes available for use on this screen. Highlight the desired code and press <CTRL G> to insert the code into the field. The description will default after you have selected a code from the table. Up to seven Developmental Needs Codes can be entered on this screen. When you have entered all codes for the student, or if there is no information to enter on this screen at this time, you may press <ESC> to continue to the next screen.

Developmental Needs Table

CM	Communication	GM	Gross Motor
CO	Cognitive	SE	Social / Emotional
FM	Fine Motor	SH	Self Help
A	ABC	H	Head Start
P	Preschool	OT	Other

Related Services Information Screen

Select <SCREEN> from the Ring Menu at the top of any of the seven Early Childhood screens to select the screen you wish to be in.

This screen allows you to enter codes representing related services the student receives.

```

EARLY CHILDHOOD MENU:  ...  GetAll  Report  Add  Update  Delete  Exit
Add a new record.
-----
-----
STUDENT ID [000000000]   STUDENT NAME [JANE DOE                ]
      R E L A T E D   S E R V I C E S   I N F O R M A T I O N
-----
-----
RELATED SERVICES CODE   DESCRIPTION
-----
-----
      1[ ]                [                ]
      2[ ]                [                ]
      3[ ]                [                ]
      4[ ]                [                ]
      5[ ]                [                ]
      6[ ]                [                ]
-----
-----
Control-t for options
    
```

Field Descriptions - Related Services

- RELATED SERVICES CODE** - Enter the codes representing the related services the student receives. Press <CTRL T> to view the available codes. Highlight the desired code and press <CTRL G> to place the code into the field. Up to six Related Service Codes can be entered on this screen. When you have entered all codes for the student, or if there is no information to enter on this screen at this time, you may press <ESC> to continue to the next screen.

Related Services Table

AS	Assistive Technical Services	PT	Physical Therapy
CS	Counseling Services	RC	Rehab Counseling Services
CL	Clean Intermittent Catheterization	RE	Recreation
MS	Medical Services (D/E only)	RT	Therapeutic Recreation
OM	Orientation and Mobility	SH	School Health Services
OT	Occupational Therapy	SW	In-School Social Work
PC	Parent Counseling	TD	Assistive Technology Device
PR	Parent Training	TR	Transportation Service
PS	Psychological Services	AU	Audiology

1. Choose S if you want to select another screen for additional query (the screen menu appears, then choose the appropriate screen number) or choose F to go forward one screen. Go through this process until you have selected all fields you want included. Press <ESC> when finished. Answer "N" <ENTER> to the prompt.
2. The following prompt appears:

Do you wish to include inactive records in your query? (Y/N)

Press "Y" to include inactive students or "N" for active students only. <ENTER>

Select Report by pressing "R" on the ring menu. The following prompt appears:

Send list to (P)rinter (S)creen or (D)ata File, or X to cancel (P, S, D or X):

Option "P" sends the report directly to your designated default report printer.
 Option "S" sends the report to the terminal screen for viewing.
 Option "D" sends the report to a .rpt file in your directory called "sped_ec.rpt."
 Option "X" cancels the print.

Report For All Active Early Childhood Students:

1. Highlight "GetAll" on the ring menu and press <ENTER> or press the letter "G". This option retrieves all **active** students. Next highlight "Report" or press the letter 'R' and the following prompt appears:

Send list to (P)rinter, (S)creen or (D)ata File, or X to cancel(P,S,D or X):

(See print options descriptions above)

Below is an example of a report for all active students entered in Early Childhood.

Spec Ed Early Childhood Student Listing					
ALL ACTIVE STUDENTS					
Run Date: 03/15/2001					PAGE
			*: 1		
LEA: 0000000					County: ARKIE
District: Your Town School District					
Student ID	Name	DOB	Status	Disblty	Plcmnt

000000000	DOE, JOHN	10/16/1991	A	OHI	EC
000000000	DOE JANE	02/20/1975	A	PS	RS

Report Option 2

There are three standard reports: Annual Review report, Parent Address Report, and Medicaid Eligible Report.

Menu Access:

- EARLY CHILDHOOD
 - REPORTS

The REPORTS menu displays.

```

EARLY CHILDHOOD REPORT MENU:  1  2  3  4  EXIT

-----
YOUR SCHOOL DISTRICT          SPECIAL EDUCATION
                                05/15/2006
-----

      EARLY CHILDHOOD REPORTS
      -----
1.  ANNUAL REVIEW REPORT (ec_review.rpt)
2.  PARENT ADDRESS REPORT (ec_addr.rpt)
3.  MEDICAID ELIGIBLE REPORT (ec_med.rpt)
4.  ACTIVE STUDENTS REPORT (ec_active_1st.rpt)
  
```

1. Select the report option you want to run: 1, 2, 3 or 4.

After selecting the report, the following screen will appear:

```

REPORT DESTINATION MENU:  SCREEN  DISK  PRINTER  EXIT
DISPLAY ON SCREEN
  
```

1. Choose SCREEN if you want to see the report on the screen terminal, DISK if you want to print the report to a file for you to print later, or PRINTER if you want the report to go directly to your default report printer.

NOTE: If you choose DISK you will have to exit to the student management software in order to print the report. Follow the same SMS printing guidelines.

Below is a sample of the Annual Review Report:

Spec Ed Early Childhood Annual Review Report				
Active Students				
LEA: 9999000			PAGE *:	1
County: SHARP			Run Date:	05/22/2004
District: School District				
TEACHER ID 55555555				
ID	Name	DOB	REVIEW DATE	EVAL DATE

For the Parent Address Report, after selecting the print destination the following screen will display.

Enter A for Active Students, or leave blank and ENTER for All Students

Select whether or not you want to include parents of inactive students.

Below is a sample of the Parent Address report:

Spec Ed Early Childhood Parent Address Report	
Active Students	
LEA: 9999000	PAGE *:
County: SHARP	Run Date: 05/22/2004
District: School District	
Parent Name	Address
-----	-----
BARBARA THOMAS	8979 JONES WAY
	BENTON AR 72002
ETHEL JONES	1212 S MAIN STREET
	LITTLE ROCK AR 72103
-----	-----
2 Records printed.	

Below is a sample of the Medicaid Eligible Report

```

Spec Ed Early Childhood Medicaid Eligible Report
Active Students

LEA: 9999000
County: SHARP
District: School District

ID          Name          Medicaid Number
-----
222222222  HUMPHREY, SUSAN KAY  A578952

-----
1 Records printed.
    
```

Below is a sample of the Active Students Report

```

Spec Ed Early Childhood Student Listing
Active students placed between 08/18/2005 and 12/05/2005

Run Date: 12/07/2005
LEA
District:
County
Page *: 1

ID          Name          DOB          LEA          ST PRDS  FEDPL
-----
000000101  WILLIS, CHERE L    07/13/2000  6120000  A  SI  CB

-----
1 Records printed
Press RETURN or ENTER to continue...
    
```

Procedures to Query/Update/Delete Early Childhood Information

Use this option to update/maintain records for Early Childhood students. The student must first be added to the Early Childhood module in order for you to query.

1. From the APSCN Main Menu, select:

- * **5** - SPECIAL EDUCATION
- * **2** - EARLY CHILDHOOD
- * **1** - RECORDS MAINTENANCE

The Early Childhood General Information Screen 1 appears.

2. From the ring menu highlight "QUERY" and press <ENTER>. You may use any of the fields on the General Information Page 1 screen in your query with the exception of the "STATUS" field.

When performing a query, you may use wildcard characters (*), greater-than (>), less-than (<) and equal (=) symbols in the field(s) you are querying to retrieve multiple records.

For example, To locate student records for students who will be five years old by a certain date: choose a calendar date (09/01/2001), subtract 5 years (09/01/1996). Enter this new date (09/01/1996) in the BIRTH DATE field using the less-than and equal signs (<=09/01/1996). Press <ESC> and the following message displays:

Do you wish to include inactive records in your query? (Y/N):

Make your selection "Y" or "N" and press <ENTER>.

2. Use the "NEXT" option on the ring menu to view all records returned in the query.
3. Use the "FORWARD" option on the ring menu to view additional screens for the current student displayed on the screen.
4. Once on the student screen you want to update, choose UPDATE from the ring menu. Update the fields and press <ESC>.
5. To delete a student, QUERY on the student and choose DELETE from the ring menu. Answer the verification question "Y" if you want to delete (makes the student inactive) or N to cancel.

Note: If delete is selected from the main student screen “S” and the dates on the entry withdrawal screen haven’t been deleted you will get the following message:

```

Please confirm you need to delete this record. A student
record should only be deleted if they were inappropriately
identified for services. If this is not the case, make the
student inactive in ENTRY/WITHD screen. You cannot delete
prior to removing all dates from ENTRY/WITHD screen

Please Press Enter To Exit Screen
    
```

Ring Menu Options

- **QUERY** - Allows the user to query on a student or a group of students based on any data element or set of data elements which are displayed or maintained on the same screen.
- **PREVIOUS** - Allows you to select the previous record from the specified criteria in your query.
 - **You must query before using this option.**
- **NEXT** - Allows you to select the next record from the specified criteria in your query.
 - **You must query before using this option.**
- **SCREEN** - Menu where you can select additional screens you want to view.

```

EARLY CHILDHOOD MENU:  Query  Previous  Next  Screen  Backward  Forward  ...
Select different screen.
-----+-----+-----+-----+-----+-----+-----+-----+-----+
STUDENT[00000|
|-----+-----+-----+-----+-----+-----+-----+-----+-----+
|                               SCREEN                               |
|                               |                               |
|      G E N |      1      |   General Info Page 1   |   |
|-----+-----+-----+-----+-----+-----+-----+-----+-----+
|                               |                               |
|                               |      2      |   General Info Page 2   |   |
|                               |-----+-----+-----+-----+-----+-----+
|                               |      3      |   General Info Page 3   |   |
|                               |      4      |   Entry/Withdrawal Info |   |
|      Tran|      5      |   Anticipated Services Info |   |
|-----+-----+-----+-----+-----+-----+-----+-----+-----+
|                               |      6      |   Developmental Needs Info |   |
|      Referral C|      7      |   Related Services Info   |   |
|      Pe|
|      E|
|      Annu|
|-----+-----+-----+-----+-----+-----+-----+-----+-----+
Removal:      |<CTRL-P>  Cancel      |
Removals by H|      ENTER SCREEN :      |ngs[ ]
Multip+-----+-----+-----+-----+-----+-----+-----+-----+
=====
    
```

- **BACKWARD** - Allows you to move back one screen.
- **FORWARD** - Allows you to move forward one screen.
- **GETALL** - This option queries and retrieves all active students in the Early Childhood Program.
- **REPORT** - This option will create reports for students participating in the Early Childhood Program. See page 17 for instructions.
- **ADD** - Allows you to add students to the Early Childhood module.
- **UPDATE** - Allows you to alter existing entries within the current screen. Press **<ESC>** to exit and **SAVE** changes.

If you update the student ID field, you will get the following warning message, which indicates what you are changing the ID to.

```
*** WARNING ***
You are attempting to change the Student ID. This is the key field used to
identify student records.

Are you ABSOLUTELY SURE you want to do this?
Are you sure you have entered the correct Student ID?
(You entered 1 )

Enter "Y" to keep NEW ID:
```

- **EXIT** - This option returns you to the Special Education Main Menu.

**SPECIAL EDUCATION****SPECIAL EDUCATION
EARLY CHILDHOOD
DATA DICTIONARY
School Year 2011\12**

The purpose of this handbook is to provide guidance to special education early childhood staff on the coding and entering of special education student data into APSCN. The special education early childhood data are collected through APSCN and are a component of the special education module. In the guide we attempt to be as inclusive as possible as it relates to Federal reporting requirements; 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.

DATA FIELDS required for Federal reporting**General Information Page1** (with Federal reporting cycles)**FIELD: Social Security Number (4, 7)**

The nine-digit Social Security number of the student. If a student's SSN cannot be obtained, then use the ADE assigned number as required by Arkansas Code Ann. 6-18-208. 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 document.

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 document.

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 document.

FIELD: Date of Birth (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 as of December 1

FIELD: Race (4, 7)**H Hispanic or Latino**

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

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.

- 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.
- B Black or African American**
A person having origins in any of the black racial groups of Africa.
- W White**
A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- P Native Hawaiian/Pacific Islander**
A person having origins in any of the original people of Hawaii, Guam, Samoa or other Pacific Islands.

FIELD: Gender (4, 7)

- M Male**
F Female

FIELD: Resident District LEA (4, 7)

The first four digits of the student's resident district lea number. Add 3 zeros behind the district LEA number.

FIELD: English Language Learner (4, 7)

English is not the student's first language or the language spoken at home. Select
Y Yes
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)]

HI 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)]

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)]

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)]

PS Preschool Disabled (Non-Categorical)

The category includes a child “. . . (1) who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and (2) who, by reason thereof, needs special education and related services.” [taken from 34 Code of Federal Regulations §300.7(b)(1)(2), 300.313(b)]

SI Speech/Language Impairment

“... 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)]

TBI Traumatic Brain Injury (TBI)

“... 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 Environment (Cycles 4,7)

The educational environment as proposed and defined under federal guidelines. (Child Count – December 1 – Early Childhood)

Codes A1, A2, B1, and B2: Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEP’s). This category may include, but is not limited to: Head Start; kindergartens; preschool classes offered to an eligible pre-kindergarten population by the public school system’ private kindergartens or preschools/ and group child development center or child care.

A1 Reg EC program 10+ hrs a week w/majority of sped services in EC program

The child is receiving the majority of hours of special education and related services in a Regular Early Childhood Program and the student is attending at least 10 hours per week.

A2 Reg EC program 10+ hrs a week w/majority of sped services in other location

The child is receiving the majority of hours of special education and related services in some other location and the child attends a Regular Early Childhood Program at least 10 hours per week.

B1 Reg EC program <10 hrs a week w/majority of sped services in EC program

The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program and the child attends a Regular Early Childhood Program *less than* 10 hours per week.

B2 Reg EC program <10 hrs a week w/majority of sped services in other location

The child is receiving the majority of hours of special education and related services in some other location and the child attends a Regular Early Childhood Program *less than* 10 hours per week.

Codes RS, SP, and SS: Special Education Program includes less than 50 percent nondisabled children (i.e., children not on IEP's).

RS Residential

Children attending a Special Education Program, not in any regular early childhood program, and who receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

SP Separate Class

Children attending a Special Education Program in a class with less than 50% nondisabled children, not in any regular early childhood program, and who receive all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. This may include, but is not limited to: special education classrooms in regular school buildings; special education classrooms in child care facilities, hospital facilities, on an outpatient basis, or other community-based settings; and special education classrooms in trailers or portables outside regular school buildings.

SS Separate School

Children attending a Special Education Program, not in any regular early childhood program who receives all of their special education and related services in educational programs in public or private day schools specifically designed for children with disabilities.

Codes HM and IO: If the child attends neither a Regular Early Childhood Program nor a Special Education Program as defined below, the child is to be reported as HM or IO, dependent upon whether the child receives special education and related services at home or in the service provider location or some other location as described below.

HM Home

Preschoolers who receive all of their special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location or some other location that is not in any other category listed below under Itinerant Service. The term caregiver includes babysitters.

IO Itinerant Service Outside Home

Preschoolers who receive all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). These services may be provided individually or to a small group of children. This may include, but is not limited to: speech instruction up to 3 hours per week in a school, hospital, or other community-based setting.

General Information Page 2 (with Federal reporting cycles)**EARLY CHILDHOOD OUTCOMES (Cycle 7)**

The functional level of the student for each outcome upon entry to special education and exit from special education.

FIELD: Entry Assessment Date (Required Field)

The date which the entry functional assessment scores were determined

FIELD: Entry Social Emotional Functional Score (Required Field)

The functional level determined by the IEP team within 30 days of entry based on the Early Childhood Outcome Centers 7-point scale.

FIELD: Entry Knowledge/Skills Functional Score (Required Field)

The functional level determined by the IEP team within 30 days of entry based on the Early Childhood Outcome Centers 7-point scale.

FIELD: Entry Self Help Functional Score (Required Field)

The functional level determined by the IEP team within 30 days of entry based on the Early Childhood Outcome Centers 7-point scale.

FIELD: Assessment 1 Date (Optional Field)

The date the assessment 1 functional assessment scores were determined (May be utilized when assessment is done between the entry assessment and the exit assessment).

FIELD: Assessment 1 Social Emotional Functional Score (Optional Field)

The functional level determined by the IEP team, at the time of assessment 1, based on the Early Childhood Centers 7-point scale. (May be utilized when assessment is done between the entry assessment and the exit assessment).

FIELD: Assessment 1 Social Emotional Functional Improvement (Optional Field)

Indicate if the child's functional level has improved from entry to assessment 1.

FIELD: Assessment 1 Knowledge/Skills Functional Score (Optional Field)

The functional level determined by the IEP team, at the time of assessment 1, based on the Early Childhood Outcome Centers 7-point scale (May be utilized when assessment is done between the entry assessment and the exit assessment).

- FIELD: Assessment 1 Knowledge/Skills Functional Improvement (Optional Field)**
Indicate if the child's functional level has improved from entry to assessment 1.
- FIELD: Assessment 1 Self Help Functional Score (Optional Field)**
The functional level determined by the IEP team, at the time of assessment 1, based on the Early Childhood Outcome Centers 7-point scale. (May be utilized when assessment is done between the entry assessment and the exit assessment).
- FIELD: Assessment 1 Self Help Functional Improvement (Optional Field)**
Indicate if the child's functional level has improved from entry to assessment 1.
- FIELD: Assessment 2 Date (Optional Field)**
The date the assessment 2 functional assessment scores were determined (May be utilized when assessment is done between the entry assessment and the exit assessment).
- FIELD: Assessment 2 Social Emotional Functional Score (Optional Field)**
The functional level determined by the IEP team, at the time of assessment 2, based on the Early Childhood Centers 7-point scale. (May be utilized when assessment is done between the entry assessment and the exit assessment).
- FIELD: Assessment 2 Social Emotional Functional Improvement (Optional Field)**
Indicate if the child's functional level has improved from entry to assessment 2.
- FIELD: Assessment 2 Knowledge/Skills Functional Score (Optional Field)**
The functional level determined by the IEP team, at the time of assessment 2, based on the Early Childhood Outcome Centers 7-point scale (May be utilized when assessment is done between the entry assessment and the exit assessment).
- FIELD: Assessment 2 Knowledge/Skills Functional Improvement (Optional Field)**
Indicate if the child's functional level has improved from entry to assessment 2.
- FIELD: Assessment 2 Self Help Functional Score (Optional Field)**
The functional level determined by the IEP team, at the time of assessment 2, based on the Early Childhood Outcome Centers 7-point scale. (May be utilized when assessment is done between the entry assessment and the exit assessment)
- FIELD: Assessment 2 Self Help Functional Improvement (Optional Field)**
Indicate if the child's functional level has improved from entry to assessment 2
- FIELD: Exit Assessment Date (Required Field when exiting program)**
The date which the exit functional assessment scores were determined
- FIELD: Exit Social Emotional Functional Score: (Required Field when exiting program)**
The functional level determined by the IEP team with in 30 days of entry based on the Early Childhood Outcome Centers 7-point scale.

FIELD: Exit Knowledge/Skills Functional Score (Required Field when exiting program)
The functional level determined by the IEP team within 30 days of entry based on the Early Childhood Outcome Centers 7-point scale.

FIELD: Exit Self Help Functional Score (Required Field when exiting program)
The functional level determined by the IEP team within 30 days of entry based on the Early Childhood Outcome Centers 7-point scale.

FIELD: Social Emotional Improvement (Required Field when exiting program)
Indicate if the child's functional level has improved from entry to exit.

FIELD: Knowledge/Skills Improvement (Required Field when exiting program)
Indicate if the child's functional level has improved from entry to exit.

FIELD: Self Help Improvement (Required Field when exiting program)
Indicate if the child's functional level has improved from entry to exit.

(OSEP Reporting Categories for Early Childhood Outcomes)

- A. Child did not improve functioning
- B. Child improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.
- C. Child improved functioning to a level nearer to same-aged peers
- D. Child improved functioning to reach a level comparable to same-aged peers
- E. Child maintained functioning at a level comparable to same-aged peers

General Information Page 3 (with Federal reporting cycles)**FIELD: Temporary Student (Cycle 4)**

Enter Y if student has a temporary IEP in order to receive services while going through the evaluation process.

FIELD: Program Type (Cycles 4, 7)

A ABC
E Early Start
H Head Start
HI HIPPY
P Licensed Preschool
DC Licensed Family Day Care Home
O Other (Itinerant/Home/Clinic)

FIELD: Transition Conference Date (Kindergarten) (Cycle 7)

Enter the date that the last transition to kindergarten conference was held

FIELD: Transition Code (Kindergarten) (Cycle 7)

Enter the Transition Code that describes the outcome of the transition conference

NS Transitioned with no services to Kindergarten
TK Transitioned to Kindergarten with Special Education re-evaluation required
KW Kindergarten Waiver

FIELD: Transition Conference LEA

Enter the LEA district number with whom (the particular school district) the early childhood program held the kindergarten conference.

Entry/Withdrawal Screen (with Federal reporting cycles)**FIELD: Entry Date (Cycles 4, 7)**

The date the student entered your program

FIELD: Exit Date (Cycle 7)

The date the student withdrew/exited your program

FIELD: Exit Status (Cycle 7)

Indicate why the student is no longer receiving special education early childhood services

KE Kindergarten Eligible
NS No Longer Requires Services
PR Parent Refused Services
MA Reached Maximum Age (6yrs)
NP Not Placed
US Unknown Status
DI Died
MK Moved known to be continuing with EC Special Ed Services